

DISTRICT SCHOOL JOURNAL,

OF THE STATE OF NEW-YORK.

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TERMS

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OFFICIAL.

STATE OF NEW-YORK—SECRETARY'S OFFICE.

DEPARTMENT OF COMMON SCHOOLS.

SCHOOL JOURNAL.

It will be borne in mind by Town Superintendents to whom the Journal is sent gratuitously, that it is to be received by them in their official capacity; and that they will be expected and required by the Department, to preserve the numbers, and deliver them, at the expiration of their official term, to their successors. Those Superintendents who are desirous of retaining the work, will be expected to forward the subscription price—in which case they will receive duplicate numbers—one for their own private use, and one in their official capacity.

APPLICATION OF PUBLIC MONEY.

WHERE the trustees of a school district, in accordance with the provisions of the act of 1843, certify that a specific amount of public money is due to a legally qualified teacher employed by them, and give an order on the Town Superintendent for such amount, they are bound to apply the whole in diminution of the rate bill for the term or terms taught by the teacher receiving such certificate and order; and the balance only of the teacher's wages can be, under any pretence, collected by rate bill. In some districts, a portion of the amount so drawn and applied, has been regarded as an advance to the teacher, to be afterwards made good by collections on rate bill, and applied as public money, to a subsequent term. This is wholly illegal and improper. If, by vote of the district, or arrangement of the trustees, the public money applicable to teachers' wages, is apportioned between the summer and winter terms, the teacher can receive only the amount apportioned to the term; and if the whole is paid to the teacher of either, no portion of it can be recouped on rate bill.

TO INHABITANTS AND OFFICERS OF SCHOOL DISTRICTS.

THE Superintendent is compelled to reiterate a notice frequently given heretofore, that much embarrassment is constantly resulting, both to the Department and to individuals, from inquiries made and opinions and decisions requested, on hypothetical, *ex parte* and unauthenticated statements of facts. In ordinary cases, the opinion of the County Superintendent on questions of law or of fact arising in the various districts, may and should be had; and this too, upon a full and complete statement of facts; and in all cases hereafter occurring, no opinion will be given by the State Superintendent, either on hypothetical or *ex parte* statements, or on statements of any kind not duly authenticated; or officially certified by some officer of the district, or Town or County Superintendent, to be a full and true exposition of all the facts necessary to a perfect understanding of the question or case submitted. All appeals, except from the acts or decisions of County Superintendents, must, in the first instance, be made to and passed upon by the County Superintendent, in the mode provided by law.

TO COUNTY SUPERINTENDENTS.

BOXES have been forwarded to the respective County Clerks, containing among other things, a copy of the Annual Reports of the State and County Superintendents, for each County and Town Superintendent; blank reports for County and Town Superintendents, and blank reports for Trustees of Districts. The edition of the latter having become exhausted, but few of the counties have been supplied: the residue will be forwarded during the month of September in the same way. The County Superintendents will see to the necessary distribution, immediately, of the documents intended for the Town Superintendents, as their annual reports are required to be made by the first of August.

Each County Superintendent is furnished with two blanks for the statistical information required by the Department—one of which will be filled up for the summer and the other for the winter terms of the schools visited by them. Where there are two superintendents, the reports will be made separately, and the aggregates consolidated under each head, and signed by the superintendents jointly. Each column will be carefully and accurately footed, and the whole duly certified to be correct. It is desirable that every item of information required by the different headings should be full, precise and

definite. The footings of the Town Superintendents shall be reviewed in all cases, and corrected where erroneous; and if any material errors are discovered in any of the reports, they should be sent back for correction or explanation.

TO TOWN SUPERINTENDENTS.

In the preparation of the annual report for the present year, the Department will expect the most scrupulous attention to fulness and accuracy. Wherever the reports of trustees are inaccurate or require amendment, explanation or correction, they will be immediately referred back for this purpose, in order that the statistics of the various districts should be as perfect as possible.

The several Town Superintendents are hereby required on or before the first day of September next, to make out and transmit to the County Superintendent, a table containing the titles of the several books in the various libraries of the several districts, the school-house of which is in their town, and the number of each work or series in the several libraries of such town. The following will serve as a form:

	No. of Districts in which reported.
Harpers's School Library, 1st series,...	10
" " 2d " ..	8
" " 3d " ..	6
" " 4th " ..	3
Appleton Library,	5
Francis Library,	5
Massachusetts School Library,	4
Rollin's Ancient History,	6
Combe's Constitution of Man,	15

and so on, with the various works included in the catalogue.

The several County Superintendents will condense these reports, in such a manner as to present the aggregate number of each series or work in the respective towns of the county or section of county under their supervision, and forward the same to this Department with their annual report, on or before the first day of October next.

In reporting the number of volumes in the District Libraries, the Town Superintendents will be careful to include the districts only, the school-houses of which are situated in their towns, in order to prevent more than one enumeration of the same library, in joint districts.

STATE CERTIFICATES OF QUALIFICATION AS Teachers of Common Schools, have been granted to the following persons, since the publication of our April number:

Dr. John Petts, Nichols, Tioga co.; Charles R. Coburn, Owego, Tioga co.; Israel Wilkinson, New-Berlin, Chenango co.; Diodama Andrus, Preston, Chenango co.; Harvey J. Wood, Geneseo, Livingston co.; Warner V. Cook, Caldwell, Warren co.; Fabius Miles, Watertown, Jefferson co.; Mary Ann E. Hammond, Westport, Essex co.; Mary J. Wylie, Willsborough, Essex co.; B. K. Seaman, Schroon, Essex co.; Amos Doxsee, Islip, Suffolk co.; Thomas W. Field, Syracuse, Onondaga co.; Sarah B. Hill, Ogden, Monroe co.; Samuel F. Wright, Wheatland, Monroe co.; D. D. F. Brown, Wheatland, Monroe co.; William Willard, Catskill, Greene co.; Elizabeth Ann Paine,

Albion, Orleans co.; Charles A. Tanner, New-Haven, Oswego co.; Adeline N. Chapin, Oswego, Oswego co.; Aaron S. Greenhill, Paris, Oneida co.; William C. Cogswell, Thompson, Sullivan co.; and Abijah M. Calkins, Cochecton, Sullivan co.

CERTIFICATES OF QUALIFICATION

WHERE a candidate has been examined by a County Superintendent, and a certificate refused, no certificate granted by a Town Superintendent of the same county or section of county, within three months thereafter, will be recognized as valid; and whenever a candidate presents himself for examination to a Town Superintendent, the latter will inform such candidate of this regulation of the Department, and ascertain from him or her whether any such prior examination and rejection has been had.

Where a candidate has, within three months, been examined and rejected by a Town Superintendent of the town in which he proposes to teach, the County Superintendent will apply the same rule, in reference to a re-examination, as above specified; and such re-examination will only be had in connection with the Town Superintendent, and no certificate be granted but with his assent.

Where a district is situated partly in two or more towns, the Superintendent of the town in which the school-house stands, only, is required to visit and inspect the school; and where the school-house of such district is situated on the boundary line between two towns, the County Superintendent will designate the Superintendent who shall visit and inspect the schools, and examine and license the teacher.

Vacancies in any of the offices of joint districts not supplied within one month by the districts, must however be filled by the appointment at a joint meeting of the Superintendents of the several towns from parts of which such joint district is composed.

S. YOUNG,
Supt. Com. Schools.

THE COMMON SCHOOL SYSTEM.

WE give place to the following correspondence in reference to the recent movement in a portion of Orange county, adverse to the existing system of common schools:

Rutger's Place, June 12th, 1844.

MY DEAR SIR—Yours of the 6th inst., on the subject of the common school reform movement in this county, came duly to hand, for which you have my acknowledgments. If you have over rated me in some particulars you have not misjudged as to my willingness to answer your various enquiries frankly, cheerfully, and to the best of my abilities. I will premise by stating, that I am not aware of any hostility to the State or Deputy State Superintendent of schools; and if any of the "resolutions" adopted at any of the public meetings will admit or warrant such construction, I think they intend to aim at the system rather than those who are entrusted with its administration. As you have referred to the connection of my name with some of the public proceedings, I will observe that I had no knowledge of the first movements and meetings on the subject, although they

originated in a neighboring town, and I attended the county meeting in April, purely as the friend of education, to be a hearer and observer and not an actor, and was very unexpectedly designated as the presiding officer, the chairman of the meeting, in which capacity you must have seen my name. The discussion at this meeting was very able and spirited, but as I conceive quite foreign to the subject of common school reform, for which purpose the meeting I understood to have been convoked. The reformers were branded with infidelity, and their movements characterised as incendiary and dishonest, although able divines of different denominations were arrayed on both sides. The subject of common schools as I have already intimated was soon apparently lost, swallowed up in theology and the admissibility of the Bible as a common school book, against which there appears to be some well founded objections. The discussion was only brought to a close by the approach of night, and another county meeting has been noticed for the 22d inst., which from present appearance will be very large. The opposition to the school system I believe is of long standing, is rapidly growing, and was fanned into a blaze in the neighboring town of which I have spoken, by the discussion at the education associations, got up by the late active county superintendent. The objections to the common school system as I understand them, are, that it is unequal, unjust, unnecessarily expensive, unreasonably complicated, arbitrary and withal tending to sectarianism.

It is unequal and unjust, because it gives to colleges and academies in proportion to their pupils, dollars, where it gives to common schools, for whose benefit the school fund was created, only cents.

It is unnecessarily expensive in many particulars. It is honestly believed that by far too many officers are engaged in administering the system. It is a fact, I believe, that schooling costs just as much now as it did before any fund was set apart for educational purposes. The office of county superintendent is considered by nineteen-twentieths of the people, if not ninety-nine hundredths as worse than useless, imposing a tax of from \$500 to \$1,000 on the county, without any adequate or corresponding advantage. It is said, and I think with truth, that a county supervisor is as necessary to manage the respective town supervisors, as a county superintendent is to rule, manage and govern the efficient town superintendents. It is alleged by many that inasmuch as colleges and academies are for the most part accessible to the rich, those who are able of their own means to obtain an education, the munificence of the state—the public money—should be applied entirely to common schools; the public effort should be to elevate common schools, and assist the indigent to an education. The district library is considered by the great majority of the people, so far as I have heard an expression, as of trivial importance, a dead weight in a district. It is a constant expression, that "not half a dozen books have been taken from the library during the year." It seems to be a prevailing opinion, that the amount expended for the purchase of district libraries could be much better applied by the trustees. The common school law is re-

garded as arbitrary in compelling trustees, or district clerks, as the case is, to pay the postage and take a journal, (the District School Journal,) from the post-office, contrary to their own will and better judgment. It is paid for, or rather published at the expense of the school fund, which very many think is wrong; and when they are hostile to the paper they are unwilling to take it from the post-office, and will not read it, from exasperated feelings, if nothing else. The act of the last legislature establishing a Normal School at Albany, at the public expense is very unpopular with the masses, believing as many do, that teachers, after being educated at the public expense, will not follow the business of teaching without ample wages, which they the employers have not the means to pay, especially when they receive only a few cents of the public money. These are some of the more prominent objections urged against the system, and which a powerful effort will be made to have corrected. In conclusion, for my limits for writing admonish me I must draw to a close, I consider the movement on the subject in this section, the result of an honest conviction that the system is radically defective, and that the public moneys have been, according to Mr. Hulburd's report, unwarrantably appropriated.

As to my individual views on the common school system, and the subject of education generally, I have presented them in detail to a committee in another town, in reply to an invitation to address a meeting on the subject of the school system, and which I understand is to be published, which, if done, I will forward you a copy. I am dear sir, very respt. yours,

M. H. CASH.

S. S. RANDALL, Esq.

DEPARTMENT OF COMMON SCHOOLS,
Albany, June 18, 1844.

HON. MERRITT H. CASH:

DEAR SIR:—I have the honor to acknowledge the receipt of yours of the 12th inst., containing, in answer to my inquiries, an exposition of the principal grounds of objection on the part of a large and respectable portion of the inhabitants of your county, to the existing common school system of this state. I am happy to learn that those objections are confined to the system, and do not extend to its general administration, and that the proper distinction is kept in view between the errors, the misapprehensions, and the imperfections of the various officers charged with the local or general supervision of that system, and the system itself. The former are, almost of necessity, incidental to every institution of human origin; and all experience has shown that however judicious and well devised may be the theoretical details of any system of government or of social or civil polity of any grade, its practical administration will partake of the errors, the frailties and the imperfections of those to whose hands it is confided. The intelligent inhabitants of Orange county will, I am sure, concede to the venerable and distinguished individual now in charge of the Department of Public Instruction, not only the ability but the disposition faithfully to discharge the high duties incumbent upon him in this most important field of labor: the wisdom to perceive and the hon-

easy to expose any serious infringement of the rights and interests of the great body of the people, resulting from the legitimate operations of the system confided to his care, and the credit of having originated and carried out numerous and important reforms in the details of that system by which hundreds of useless officers have been dispensed with, and a vast amount of burdensome and unprofitable expense annually saved to the people of the several counties and towns. Those who consider him capable of conniving, directly or indirectly, with "tyranny and despotism" in any of its forms, either in the administration of the common school system, or otherwise, wholly misapprehend his character, and evince an entire ignorance of the whole tenor of his long and eminently useful public career. Under his auspices, and during his administration of the department, the number of officers connected with the local administration of the common schools has been reduced from upwards of 4,000 to 842; the aggregate annual expense of the system has been diminished by about \$50,000; the public money has been secured against extensive losses growing out of the neglect, the irresponsibility, and in many instances the fraud of those to whose custody it has heretofore been consigned; and the most energetic and efficient measures have been adopted to secure a faithful and judicious administration of the entire system, through the agency of the various county and town superintendents, and trustees and other officers of the several districts. So far, therefore, as he is concerned, economy in expenditure, strict responsibility, and an essential simplification of the system have certainly been attained.

It is alleged, however, by the opponents of the system in your county, "that it is unequal, unjust, unnecessarily expensive, unreasonably complicated, arbitrary, and withal tending to sectarianism." Will you permit me so far to trespass upon your patience and kind indulgence as to examine, somewhat in detail, these various objections, with the view of attempting to show what I deem their fallacy? And although I may not succeed in inducing those of your fellow-citizens who have assumed an attitude of hostility to the system, to abandon their position, I may possibly contribute to place the subject in a different point of view from that in which they have been accustomed to survey it.

1. The system is charged with inequality and injustice, "because it gives to colleges and academies in proportion to their pupils, dollars, while it gives to common schools, for whose benefit the school fund was created, only cents."

This objection is presumed to be based upon a misapprehension of the facts of the case. The common school fund and the literature fund are separate and distinct funds. The former is, by a specific provision of the Constitution, inviolably appropriated to the support of common schools, and can, under no pretence, be diverted from that object; while the latter is derived from a different source, is placed at the disposal of the Regents of the University and of the legislature, and forms no part of the common school system. That system, therefore, is clearly not chargeable with the inequality and injustice of the comparative appropriations to the different institutions of learning. Whether the amount of the fund

annually appropriated to the colleges and academies, is or is not unnecessarily large, is undoubtedly a question worthy of the most careful consideration, on the part as well of the legislature as the people: whether, should it ultimately be found expedient to diminish that amount, a corresponding increase of the fund now appropriated to the support of the common schools would be desirable, admits, to say the least, of very serious doubt. So long ago as 1834, when the amount annually distributed among the several school districts, was considerably less than one-half of the present sum, Gen. Dix, then Superintendent, observed in his annual report to the legislature, that "experience in other states has proved what has been abundantly confirmed by our own, that too large a sum of public money distributed among the common schools has no salutary effect. Beyond a certain point, the voluntary contributions of the inhabitants decline in amount, with almost uniform regularity, as the contributions from a public fund increase." "Should the general fund at any future day," he continues, "be recruited so as to admit of an augmentation of the capital or revenue of the common school fund, or both, the policy of increasing the sum annually distributed to the common schools beyond an amount which shall, when taken in connection with the number of children annually taught in them, exceed the present rate of apportionment, would be in the highest degree questionable." The number of children then taught in the several district schools of the state was 512,475, and the annual apportionment from the common school fund was \$100,000. The former has increased to 657,782: while the latter, instead of a proportional amount, which would be \$128,354, has been augmented to \$220,000, applicable solely to the payment of teachers. In his annual report for the year 1836, the same judicious and discriminating officer makes use of the following language: "It is, from the nature of the subject, impossible to fix the exact limit below which a reduction of the sum distributed (including the amount raised by taxation in the several towns,) would cease to operate as an inducement to the inhabitants to assume the residue of the expenses of maintaining the schools, or beyond which its increase would render their burdens so light as to create inattention to the concerns of the districts. It may, however, be safely assumed that at any point between forty and fifty cents per scholar, it is not probable that either of these evils would be felt; and that its augmentation above the maximum, on the one hand, or its reduction on the other below the minimum above named, ought to be avoided, if practicable." The amount now apportioned to each scholar (including the sum raised by taxation, as above) is eighty-four cents; and it is believed that the augmentation beyond the maximum indicated by Gen. Dix, has been unattended either by any corresponding improvement in the schools themselves, or any proportional increase of the interest felt in their prosperity and advancement. But be this as it may, the legislature only is competent to adjust the ratio of apportionment between the common school and the literature funds: and neither the common school system, nor its administrators, can be held responsible for any supposed inequality or injustice in this respect.

2. The system is alleged to be "unnecessarily expensive." "By far too many officers are believed to be engaged in its administration." "The office of county superintendent is considered by nineteen-twentieths, if not ninety-nine hundredths of the people, as worse than useless—imposing a tax of from \$500 to \$1,000 on the county, without any adequate or corresponding advantage."

With regard to the expensiveness of the system of common schools, it may be well to observe in passing, that an increase of the amount to be distributed by the state, would in all probability require a corresponding increase in the amount to be raised by taxation upon the several towns; and if, as the objection now taken assumes, the system is already "unnecessarily expensive," it is not perceived how the positions assumed under the first head, can be reconciled with those now to be considered—unless indeed the abolition of a single office—that of county superintendent—should be regarded as restoring the pecuniary balance to its equilibrium. Neither the trustees nor any of the subordinate officers of school districts, with the single exception of the collector, receive any compensation for their laborious and responsible services. No one will pretend that teachers are overpaid. A single town officer, charged with the performance of the duties heretofore divided among six, and required in addition, to give ample security for the safe keeping and legal disbursement of the public money confided to his charge, certainly holds no sinecure, at \$1.25 for each day's actual service. The "unnecessary expense" of the system must therefore be attributable exclusively to the salary of the county superintendent, which is fixed by law at \$2 per day, for each day necessarily spent in the discharge of his duty, not exceeding in the aggregate \$500 per annum, one-half of which only is payable by the county, and the residue, not as seems to be assumed by the objectors, from funds which would otherwise go to augment the annual apportionment for the benefit of the common schools—but "out of the annual surplus arising from the income of the moneys deposited by the United States," after defraying all the charges on the fund, of every name and nature. The objection then hinges entirely on the utility and necessity of the office of county superintendent. Is that office, as alleged by the objectors, "useless, or worse than useless?" Does its continuance as a portion of our common school system, impose a tax upon the people "without any adequate or corresponding advantage?" And are either "nineteen-twentieths" or "ninety-nine hundredths of the people" of this opinion?

As early as the year 1826, the plan of a more efficient and thorough supervision of the common schools, through the agency of county officers, was recommended to the legislature, by the Hon. John C. Spencer, then chairman of the literature committee of the senate. Ten years subsequently, the proposition was renewed by the Hon. Jabez D. Hammond of Otsego, in a series of well written papers, which were extensively published and circulated throughout the state. The visitors of common schools appointed by Mr. Spencer, in 1838 and 1839, while he held the office of Superintendent, very generally adopted and strongly urged the proposition,

and it was finally incorporated as a portion of the system by a nearly unanimous vote in both branches of the legislature of 1841. During the session of 1842, numerous petitions and remonstrances for and against the abolition of the office were presented to the legislature; but the assembly committee on colleges, academies and common schools, of which Mr. Hulburt was chairman, in an able and masterly report, came to the unanimous conclusion, after a full and deliberate investigation, that the system in this respect should remain unchanged—"believing it to be not only the most economical and efficient, but the most important provision in our complex and extensive organization of public instruction, and anticipating from its continuance the rapid and thorough reformation of the schools." In this conclusion the committee were sustained by a nearly unanimous vote of the house. A similar result attended a similar movement at the last session; and so far as the popularity of the system, its importance and utility as a means of advancement of popular education, may legitimately be inferred from repeated and strong expressions in both branches of the legislature, from the result of popular conventions in nearly every section of the state, from the general tone of the press of all parties, and from the individual opinions of the most distinguished and eminent friends of education, with scarcely a solitary exception, the assertion, that "nineteen-twentieths or ninety-nine hundredths of the people, are adverse to its continuance" can only be applicable to a very limited portion of the state.

It will, I apprehend, be found to be invariably true, that in every county of the state where the duties of this office have been confided to competent hands, and have been faithfully and judiciously performed, with a due regard to the interests of education, and in substantial conformity to the spirit of the law and the instructions of the Department, a vast majority of the people regard this portion of the system as its most distinguishing excellence, and that they could on no account be induced to consent to its abandonment.

There may be, undoubtedly, instances where from the manifest incompetence of the county superintendent; from his assumption of powers not conferred by law, and of authority not appertaining to the office; from his arrogance of demeanor, combined with culpable and inexcusable ignorance of his appropriate duties and functions; and from his neglect to carry out the express requirements of law and the just expectations of the public, the office itself and the system of which it forms a prominent part, may have been rendered widely obnoxious. But these instances, if they exist, are melancholy examples of an *abuse* and *perversion* of functions beneficial in their nature—and for which no reflecting man would desire to hold the system itself responsible; they are isolated instances, standing out in bold relief, and presenting a marked contrast to the general operation of that system; they admit of a prompt and effectual remedy, by the application of the power of removal vested in the local and state tribunals; and they are necessarily temporary in duration, although doubtless productive of influences which may long survive and impede the best

exertions of those who seek to restore the system to its proper orbit. In the judgment of many of the soundest, wisest and best men which our community affords, the continuance of the office of county superintendent is intimately connected with the vital interests of elementary education and public instruction. Shall these great interests be sacrificed or endangered, because here and there incompetent and weak men have intruded into positions which they were incapable of filling with either honor to themselves or utility to the public? In by far the largest proportion of our fifty-nine counties, the office of county superintendent, has during the past three years, been ably, efficiently and creditably filled by individuals of commanding talents, extensive and varied acquirements, and the highest moral worth—and under their supervision the schools have advanced to an extent far surpassing the most sanguine anticipations of the friends of education—fully realizing and more than realizing the highest expectations of the public mind in this respect. Shall we forego all these advantages—overlook or depreciate these brilliant results—and retrograde in our efforts to extend the invaluable blessings of universal education, because similar encouraging and gratifying results have failed to ensue where the abilities, the disposition and the means necessary to secure their accomplishment, have been wanting, and where the agents to whom we have incautiously confided these high interests have proved unfaithful and unworthy of the trust? But I will not press this argument farther. Its application to the point under consideration, will not fail to suggest itself, to every candid and discriminating mind.

3. I proceed to the remaining topics of complaint referred to in your letter: and shall endeavor to condense what I have to say upon them within the briefest practicable limits. I cannot deem it necessary to defend the institution of district libraries, or to point out the myriad sources of knowledge, of useful information, and of moral culture which the beneficent policy of the state has thus rendered accessible to every inhabitant of our extended territory, and to every child of sufficient age to partake of their benefits. It cannot be that an individual exists in this day and age, who would roll back this noble—this fertilizing—this ample and refreshing stream of knowledge and wisdom, and virtue and power—who would cut off at its source this perennial supply of the life giving waters of mental and moral enlightenment, destined, as I trust, to gladden, invigorate and strengthen the rich soil of humanity in all its variegated aspects and conditions. I know, and I am happy to know, that there are thousands who would purify and cleanse these waters from every taint—who would sedulously guard their channels against the infusion of any ingredient that might possibly contaminate the pure minds of youth—poison their principles, or pervert their energies. But I cannot bring myself to believe, that any portion of our fellow-citizens are prepared to abandon the farther prosecution of an undertaking, which reflects more lasting honor upon the heads which conceived and the energies which executed it, than the grandest physical improvements by which the age in which we live has been or may be distinguished,

can impart to their most successful originators. If not for themselves, for their children and for posterity, they will ultimately regard these now neglected treasuries of knowledge and virtue, as the most precious boon which the legislature could confer upon them: and while they will take care that the public bounty is not wasted upon frivolous or demoralizing productions, they will not refuse to appropriate one-fifth of the ample fund set apart for the instruction of their children, to the procurement of the means by which that instruction may be rendered most available and productive.

You say that "it is a constant expression that not half a dozen books have been taken from the library during the year." Permit me, in concluding what I have to say under this head, respectfully to ask, whether under such circumstances, the means for forming an accurate opinion of the value and utility of these libraries, may reasonably be supposed to exist? and whether upon such testimony it can be expected that the verdict of an enlightened public opinion, long since rendered with unexampled unanimity in favor of these noble institutions, should be reversed or impeached?

4. With regard to the District School Journal, I have only to observe, that the fund from which the state subscription to that periodical is defrayed, is not one which but for that subscription would augment the annual appropriation to the several school districts, but from the same surplus income of the United States deposit fund, after answering all the appropriations authorized by law—from which a moiety of the salary of the county superintendent is paid. Neither of these objects interferes in any manner whatever with the common school fund. Undoubtedly it is in the power of the legislature to appropriate both, or indeed, any other fund of the state to that object: but as yet they have not seen fit to do so. The Journal is published monthly—is exclusively devoted to education—contains all the laws from time to time enacted in relation to common schools, together with the instructions, expositions and decisions of the Department under those laws—together with from twenty to thirty closely printed pages of two columns each, of original and selected matter, bearing upon the great interests of education in all its branches—and is forwarded gratuitously to the clerk of every school district, and to each town and county superintendent in the state, chargeable only with common newspaper postage, which can in no case exceed one cent per month, and even this trifling charge may at any time be apportioned among the taxable inhabitants of the district. What there should be in all this upon which to found the charge of "arbitrary" oppression, or to excite "exasperated feelings," I confess surpasses my comprehension.

5. The experiment of a Normal School for the instruction and preparation of common school teachers, remains yet to be tested by its practical results. The able investigation which the chairman of the committee on colleges, &c., Mr. Hulburd, gave to the whole subject in his late report, together with the fact that the law authorizing the establishment of such an institution, received the unanimous sanction of both branches of the legislature, renders it entirely superfluous for me to enter upon a defence of

this measure. The funds set apart for the support of the school, are taken from the revenue of the literature fund: and in no respect trench upon the rights of the common schools.

6. Not being aware of the ground upon which the charge of sectarianism has been preferred against our common school system, and wholly ignorant of any clause or section of the law, or of any exposition, instruction or decision of either the present superintendent or his predecessors in office, which can give the slightest color to such a charge, I do not feel called upon to discuss it. If there has been one evil against which more than any other, it has been the constant and unremitting effort both of the legislature and of the Department to guard our institutions of elementary instruction, it has most assuredly been the inroads, whether open or covert, of sectarianism. And if, in any respect, the object so sedulously and uniformly kept in view has not been attained, it has not been, in any degree, I am confident, the fault either of the system or its administrators.

I have thus, my dear sir, at greater length than I could have desired, and at the imminent hazard of unreasonably taxing your patience, endeavored to meet the several objections enumerated in your letter, to the theory and practical operations of our common school system. That I have succeeded in obviating those objections to your entire satisfaction, I do not venture to promise myself; but if I shall have succeeded in any degree in pointing out the source of any of those errors, or in indicating any of those fallacies, which I fear have contributed to warp the minds of many well disposed and intelligent individuals in reference to this subject, I shall not have labored altogether in vain. Since commencing this communication, I have been favored by a friend with the perusal of the Clarion of the 13th inst., containing your letter to Elder Beebe, of the 9th May last, and while I am compelled to dissent from some of its views and positions, the liberal and enlightened views of intellectual and moral culture, and common school education, which constitute the staple, if I may be permitted so to term it, of that communication, find an accordant response in the strongest convictions of my understanding.

I feel an entire and undoubted conviction that in laying before you the considerations to which I have adverted in the body of this letter, I may appeal to your head and your heart for a dispassionate examination and deliberate consideration of this great subject in all its aspects, and in view of all the responsibilities connected with its far reaching interests.

In the course of a long and varied public and private career, you have doubtless often found occasion to remark the important consequences which not unfrequently ensue, from events even apparently of the most trivial importance. Your fellow-citizens of the county of Orange, are about to assemble under circumstances of extraordinary excitement and agitation, to discuss in their primary capacity, a subject of serious and grave import; namely, the policy and expediency of the longer continuance of a system, which for nearly half a century has constituted the pride and boast of the state—a system originally devised and matured by the patriots and sages of our purest and best days, and expanded, to meet the wants of an increasing population

and advancing civilization, by the successful labors of the wisest statesmen and most enlightened philanthropists of the present day. Upon the deliberations of this meeting may depend, (for who can trace the labyrinthian web of human impulse?) the perpetuation, or the final abandonment of that system of education under whose auspices an entire generation has already been reared, and which is now dispensing to upwards of half a million of children the blessings of knowledge, the power of self culture, the germs of future character, and the rudiments of wisdom and virtue and truth. The narrow circle within which hostility to the system is now confined, may, imperceptibly at first, and then with fearful rapidity, widen and expand, until it embraces the millions upon whose fiat our common destiny depends; and the noble vessel now freighted with the priceless treasures of a nation's hope may swing from its moorings and be driven forth to contend hopelessly and long with the tempestuous billows of popular frenzy, mad excitement and chaotic anarchy and confusion. Is there not, then, a fearful responsibility resting upon all those who participate in such a movement—upon those more especially to whose greater experience, superior means of information and controlling weight of character, their fellow-citizens are accustomed to look with well deserved confidence for direction, for counsel and for advice. Let, then, my dear sir, no irrevocable step be taken—no decisive measures be resolved upon or adopted—unless upon the most full, calm and mature deliberation, and with a perfect appreciation of all the interests involved.

Very respectfully, your obt. servant,

S. S. RANDALL,

Deputy Superintendent Common Schools.

PROGRESS OF EDUCATION.

COUNTY AND TOWN SUPERINTENDENTS; THEIR PLANS, THEIR LABORS, AND THE RESULTS.

WE renew our request to the several school officers, to forward such reports of educational movements, as will present a faithful picture of the trials and encouragements which attend their efforts. No part of the Journal is read with more interest, or is of more utility, than that which records these evidences of the progress of the reformation of the schools; and we trust no fact will be withheld which will shed any light upon the path of those who would guide the youth of our state to virtue, knowledge and happiness.

CHAUTAUQUE.

To Teachers and Town Superintendents.—An important and responsible part of my duty is the granting of town or county licenses to teachers. I owe a duty to the public, higher than personal or private considerations, and therefore, certificates will be granted sparingly, and only after the fullest conviction that the candidates are well qualified, in respect to moral character, learning and ability to teach a school. I shall examine candidates, not only on the sciences to be taught, but also upon the way to teach them; also upon the manner of governing a school; how to use moral influences, &c. In

order that persons may be prepared for such an examination, and above all, to be successful teachers, they must study the science and art of teaching. These principles can be learned from a book to be found in every district library; it is entitled "The School and the Schoolmaster." "Hall's Lectures on School Keeping" ought also to be studied. No candidates need apply to me for certificates, unless they understand thoroughly, the principles contained in the former of these works, at least. The old teacher who is behind the improvement of the times, and does not practice the improved methods of teaching, and is not familiar with the text-books now in use, will not be licensed. Very young persons, unless their minds are in advance of their years, will not receive a certificate from me, and they should not be employed to teach school. Teachers with whom I am not personally acquainted, applying for certificates, must bring written testimonials of their pure and undoubted good moral character; and if the application be for a county license, testimonials showing also their reputation and success as teachers, must be presented. These principles I shall rigidly adhere to, as they are intended for the benefit of the teachers as well as the public.

Town Superintendents should carry out the spirit of these rules. They must make themselves familiar with our present school system, modes of teaching, text-books, &c. A good knowledge of the principles contained in "The School and the Schoolmaster," should be obtained by them, and their practice rigidly insisted on, as far as may be, among teachers and schools of their respective towns.

WORTHY PUTNAM,

Co. Supt.

Sinclairville, March 27, 1844.

The following notice of Mr. Putnam, from the Maysville Sentinel, shows that he is appreciated by those he serves so faithfully.

Superintendent of Common Schools.—It gives us sincere pleasure to announce the appointment of Worthy Putnam, Esq., to the office of County Superintendent of Common Schools. A better selection could hardly have been made. Mr. Putnam is a scholar of good attainments—an experienced and successful teacher—endowed with enlarged and enlightened views and sound judgment—and withal is a very companionable, clever fellow. If the office can be of service to the people, he will make it so. If energy, efficiency, and a sincere desire to mete out strict justice to every person with whom he may have business, are qualifications necessary for a good superintendent, the public may expect something from him. From a long acquaintance with him, we give it as our opinion, that he will most fully answer public expectation, and make a capital superintendent of schools.

QUEENS.

Extract from the report of the Town Superintendent of Hempstead, published in the Inquirer. We wish we were able to give more of this excellent communication.

Parents are opening their eyes to perceive that if their children are not sent to a convenient, pleasantly situated school-house, and taught un-

derstandingly by a well qualified teacher, they need not wonder nor be astonished that the school-house, with its appendages, is the most hateful place to which children can go; and that instead of loving their books, their school, or their teacher, they not only abhor the whole, but through all their after life perseveringly avoid each and every thing connected therewith as much as possible. It is also quite perceptible that the small, filthy, dismal, and pestiferous school-houses to be found in some parts of the country, in public highways, or in dreary, disagreeable situations, are not contemplated in the same light that they were some years ago; and their influence in producing a disagreeable, dismal, wretched state of mind in those who are compelled to resort thither, is also acknowledged; while neat, comfortable, convenient houses, in pleasant, agreeable situations, with pleasant, agreeable, competent teachers, impart a pleasurable, cheerful state of mind, calculated to make individuals pleased with themselves, with each other, and with every thing about them. Besides all this, it is pretty evident that teachers who are worth having, and who think anything of themselves, and the business of teaching, are very rarely to be found in those misshaped, misplaced, and mis-called school-houses, except in the most temporary manner imaginable.

The District Libraries, too, are admitted to be eminently useful, by almost every one, except now and then an individual who has been unfairly dealt by, or subjected to unkind, improper treatment and instruction in his youthful days, and cheated out of nearly or quite all the beneficial influences which a correct and wholesome education is intended to produce. The books in our district libraries have hitherto, so far as I can judge, been selected with good taste and judgment. If the same care is exercised in future, throughout the town, none of the districts will be likely to be deprived of the library money on account of having any improper books, although they may lose it hereafter by misapplying any part of it, as in the purchase of a cake, or from not expending it in the time required by law. (See Journal for Jan. 1844, p. 151.)

In making the foregoing observations, I have adverted to such parts of the common school law as require especial attention on the part of the district officers, in the hope that with the aid afforded by that valuable periodical the District School Journal, they will not hereafter permit any thing to occur in the way of forgetfulness, omissions, or neglect, by which any districts will be likely to incur the loss of the public money. To secure the equitable rights of the districts in this respect, the administration of the common school affairs must be in strict conformity to law, and the regulations and decisions of the Superintendent, as may be seen by referring to the Journal for December, 1843, page 132, and for January, 1844, page 160.

ELIJAH A. SMITH,

Town Supt.

Hempstead, March 18th, 1844.

STEUBEN.

Town celebrations have excited more interest in the schools, removed more prejudice from the public mind, and aroused more zeal in the teachers of our youth, than any other means adopted

by the County Superintendents. Let them be discreetly conducted, and they will soon become an annual fête day in every town of the state.

PULTENEY SCHOOL CELEBRATION.

Mr. Editor—I am sorry to trouble you so often, and yet I am glad there is occasion to do so. The indications of an increasing interest among the people of this county, on the subject of popular education, are so numerous and unequivocal, as not to be mistaken, and must afford the patriot and the philanthropist grounds of mutual congratulation. Three years ago, a person might travel from one extremity of our county to the other, and hear nothing said of our schools. A deathlike apathy seemed to pervade the public mind, and prevent it from a clear perception of duty, in reference to the claims of the rising generation, for that moral and intellectual alighting, which is necessary to the healthy growth and full development of the human understanding. But now, these schools of the people are thought of, and talked of by every body, and in almost every place; circumstances, which taken together with others, plainly show that there are causes, inherent, in the new organization of our educational system, that are rapidly effecting its renovation.

On the 20th inst. I attended a meeting of the schools at Bluff Port, in the town of Pulteney. This town has participated deeply in the prevailing indifference, above alluded to, but the exertions of a competent and faithful town superintendent, and the influence of a class of highly intelligent and spirited teachers, seem to have aroused the attention of the inhabitants. Although the weather was exceedingly unfavorable, and the roads bad, they assembled in such numbers as to remind me of the political gatherings of 1840. The church was filled to overflowing. It appears to me that I never before saw so many people crowded upon an equal area; and yet many were obliged to retire without gaining admittance.

The exercises commenced with a salutatory address, which reflected much credit upon the speaker. The declaimers sustained themselves well, and many of them exhibited talents, which under proper cultivation, would do honor to the pulpit, the bar, or the senate chamber. The compositions were highly interesting, and had the characteristics of strict originality. There was no singing, but we were favored with excellent instrumental music by the Prattsburg Band.

A similar meeting has lately taken place in the town of Wheeler, but owing to a mistake in regard to the arrangements, I was deprived of the pleasure of attending it. I am informed, however, by a gentleman who was present, and who is well qualified to judge of the performance, that it was numerously attended, and its exercises of the most interesting character.

The utility of such meetings in arousing the attention, and enlisting the feelings of parents and guardians, and in impressing upon the minds of children, the importance of early and thorough instruction, is unquestionable, and the undersigned would respectfully submit to the consideration of the people of the county, and the school officers of the several towns and districts, the propriety of assembling at Bath, on the 4th of July next, or at some later day during the summer, as many

of the sixteen thousand children in our county, as can be brought together, for a grand celebration.

The Superintendents of the several towns are earnestly solicited to lead their cordial co-operation, in this matter, and as many as are willing to exert themselves for its accomplishment, will please signify their intention so to do, as soon as possible, that the arrangements may be made and published in due season.

R. K. FINCH,

Sup't Schools for Steuben Co.

Bath, March 23, 1844.

The following admirable letter to one of the town superintendents, has, by being mislaid, long been withheld from our readers; but its suggestions are as useful, as reasonable and as necessary now as when they were penned, and no one will regret the time he may give to their careful consideration:

Bath, Oct. 25, 1843.

DEAR SIR:—I was much pleased to learn from you, when you were last at Bath, that there was a prospect of an important improvement in your village school, and that the district had voted a sum of money sufficient to build a commodious and convenient house. This is as it should be, and I hope the whole matter will be conducted with a spirit of unanimity and liberality, that will have a tendency to prevent any interruption of the work. In the arrangements of a school district, the location and construction of the school-house are matters of primary importance, and have a greater influence on the prosperity of the institution than we are apt to imagine. None but those who are in the habit of carefully observing the operations of their own minds, and of tracing their thoughts and emotions to their real sources, can fully understand the extent to which we are affected by the circumstances in which we are placed. A mote in the eye, the irritation of a decayed tooth, or even the inconvenience of a constrained and uneasy posture, will often break up the order and continuity of our thoughts, and totally disqualify us for vigorous or continued mental labor. Nor is the influence of the mind over the physical system, less remarkable. Between these apparently dissimilar and yet intimately and mysteriously connected constituents of humanity, there exists a mutuality as manifest as it is inscrutable. There needs no philosophy to discover the influence which the mind exercises over the body—it is seen in all the gestures and locomotions which follow our ordinary volitions, as well as in those less frequent mental excitements which raise the blush, elicit the tear, and urge the current of life to the extremities of its channels, or drive it back and stagnate it at its fountain, as witnessed in the emotions of shame and grief, or in the sterner passions of terror and despair. At no period of our existence are we so easily affected by the influences above mentioned, as in our childhood and youth. During these periods, when the mind is as facile and impressible as its material tenement is tender and delicate, almost every object we meet affects us, either with pain or pleasure—either for good or evil; and it is generally at these stages of our lives that we form those prejudices and predilections which exercise a controlling sway over our manhood. It is therefore the duty of every

parent, guardian and educator of youth, to look well to all the circumstances which bear upon the great and important subject of education—to remove from the objects of their care, every thing that has a tendency to excite the baser passions, to sour the temper or corrupt the heart; and to assemble around them all that can promote health, cheerfulness and regularity, or serve to elevate and refine the moral feelings.

I have no doubt, that if we should seek out the foundation of that unconquerable antipathy to instruction which we often meet with in children, we should find it to have originated, either in the gloom and inconvenience of the school-house, or in the mismanagement of the teacher. The element of a child is play—it delights in the free and unrestrained exercise of its expanding faculties, and possesses a restless curiosity which leads it to examine and enquire, and which, if wisely directed and not rudely crushed and repressed, is productive of the most beneficial effects. Take a child thus constituted, from his pleasant home, where he has been accustomed to the kindness of a father, and more especially to the tenderness of an affectionate and devoted mother; where he has been soothed by indulgence, and left to liberty large as his desire—where he has taken his pastime in green meadows and blooming flower gardens, and when wearied of his sports has been permitted to enjoy his careless slumber. Take such a child and confine him to one of our common school-houses, located, constructed and furnished as they generally are, and if he does not suffer by the transfer, he has not in his constitution the ordinary elements of human nature. But in almost every instance it will be found that he has associated with the idea of instruction, all the disagreeable impressions derived from surrounding objects. The lone and cheerless situation of the building, placed, perhaps, on some bleak eminence, exposed alike to the unrestrained fury of the winter blast, and to the scorching heat of the summer sun, in some grave-yard, or on the margin of some fen, inhabited by the most loathsome reptiles, and exhaling from its putrid surface the seeds of disease and death—the gloomy and repulsive aspect of its interior—its dirty floor—its confined and tainted atmosphere—its naked and blackened walls, and broken and uncomfortable seats; all these and many others which might be mentioned, will be found to have united their influences in producing the disgust and antipathy which I have mentioned.

Equally unfavorable are the impressions sometimes made by the disposition, manners and personal appearance of the teacher. If he be of a sour and sullen temper, a severe and unconciliating deportment, and forbidding aspect, the young pupil will almost invariably find, associated with all his ideas of that important relation which exists between the teacher and his charge, the feelings of fear and tyrannical restraint, which will render the pursuit of knowledge irksome, and instruction almost useless. The indifference or inattention of the community to these adventitious circumstances, (as they are generally regarded) has materially retarded the improvement of our schools, and rendered the munificent provisions of our laws, on this subject, but partially beneficial.

In the location and construction of a school-house, nothing within the ability of the district should be omitted, which will tend to render

the place delightful and attractive. The site should be selected with special reference to its natural advantages—it should be remote from the noise and bustle of the streets or highways, on grounds sufficiently elevated to render it dry and firm. The premises should be of sufficient extent to afford ample play-grounds, neatly enclosed, and planted with trees sufficient for shade and ornament. Provision should be made for an abundant supply of water, which should be rendered easily accessible. In the erection of the building itself, with its necessary appendages, the utmost care should be exercised. In its exterior it may be plain, but it should be firm in its construction and symmetrical in its proportions, substantially underpinned and neatly painted. In its internal arrangement, no circumstance should be overlooked which can have a bearing on the comfort or convenience of the pupils. There should be a suitable number of closets and recitation rooms, a wood-house and other necessary buildings. The principal apartment should have an altitude of from ten to twelve feet, with the necessary means of warmth and ventilation. At one end of this room, extending across its whole diameter, should be a stage or platform, with an elevation of about sixteen inches, rising by two steps. On this should be placed the teacher's desk and chair, and in front, and facing this platform, should be arranged the seats and desks for the accommodation of the pupils, leaving between the front range and the stage, an open space of about six feet in width. The lowest desk should be in front, the others increasing gradually in elevation as they recede. They should be constructed each for the accommodation of two scholars, with the same number of compartments, with separate lids, so that one can be opened without disturbing the other. Instead of leaving the walls blank and naked, there should be arranged upon them, in their proper places, black-boards, planispheres, maps, geometrical diagrams, historical charts, arithmetical tables, illustrations in natural history, consisting of the representations of beasts, birds, insects, &c., on a large scale, and alphabetical cards. In a school-room thus arranged and furnished, absolute idleness can hardly have a place. If the eye wander from the book, the proper object of attention, it rests upon something that will awake attention and employ the thoughts, and prevent that vacuity of mind which often results in the most discouraging intellectual apathy.

In the selection of a site for your new school-house, and in its construction and arrangement, I hope that you and the people of your village will pay a due regard to the suggestions above made, and especially do I hope that you will not erect your new building on the site of the old one, which I consider every way objectionable. Asking your pardon for occupying your attention with so long a letter, I remain

Your friend and obedient servant,

R. K. FINCH,

Co. Supt. for Steuben.

CHENANGO.

TEACHERS' INSTITUTE.

As these temporary schools for the improvement of teachers, have acquired much importance by the zeal and success shown in their or-

ganization and management, and as but comparatively few counties have tested their value, we have published this entire report of one of the most successful in the state.

[From the Oxford Republican.]

In compliance with the directions of the circular previously issued by the County Superintendent, about 150 teachers of common schools, mostly females, assembled in the village of Oxford on the 27th of March last. On making a list of the names of the members of the Institute, it appeared that every town in the county was represented by some of the teachers of its common schools, who manifested their zeal in the cause of education, by associating together for two weeks, for the purpose of mutual improvement, and to learn something more of the practical duties of their profession. The committee appointed to publish the proceedings of the Institute, found, on examining the journal as kept by the secretary, that the entire proceedings could not be published, without occupying more space than they felt warranted in asking of the editors of the newspapers in the county; hence they were compelled to condense them much more than was anticipated at the time the institute adjourned. It is believed that nothing of interest or importance to the public has been omitted, except the spirit with which the Institute was conducted, and which could not be transferred to the columns of a public journal.

ORGANIZATION.

The Institute was organized by appointing D. R. Randall, County Superintendent, chairman, and S. E. Smith, of Pitcher, secretary, each for the session. The exercises were commenced each day by reading a portion of Scripture and by prayer; the clergymen of the village officiating in turn, according to an arrangement previously made by the County Superintendent. The members of the Institute were divided into five classes for the convenience of recitations, each class under a separate teacher.

RECITATIONS.

The several branches taught in common schools, were the subjects of the recitations, and they all received that attention which their comparative importance and difficulty seemed to demand. Orthography, and Geography with the use of Globes and Mitchell's Outline Maps, were the subjects of a few recitations, and Intellectual and Written Arithmetic received special attention. English Grammar was one of the daily lessons through the session, and the principles and practice of several contemporaneous authors on this subject, underwent the severest scrutiny. The best methods of imparting instruction in these several branches were exhibited, and the comparative merits of different authors were considered. At the close of the lessons in English Grammar in the forenoon, and Arithmetic in the afternoon, each day, under the several teachers, the Institute went into a committee of the whole on each lesson, at which time each individual was at liberty to ask any question in relation to the lesson which he or she might choose, and the person appointed to superintend this general exercise, answered the question with such explanations and illustrations as appeared necessary. These gen-

eral exercises, in addition to the special recitations, awakened a deep interest, and not a few of the obstacles which beset the teacher's path in a common school, were removed.

LECTURES.

There were, on an average, two lectures each day, except Saturday, during the session. The Rev. Messrs. Burtis, Van Ingen, Sperry, Goodrich, Bennet and Richards, and Messrs. Childs, Mason and McKoon, delivered one or more lectures each, on subjects connected with the teacher's profession, the responsibility of his office, his duties, &c., on general subjects connected with education, and several of the sciences. These lectures were highly instructive and interesting, from their peculiar adaptation to the occasion, as well as from the sound learning which they severally displayed. Mr. McKoon gave eight or nine lectures on Natural Philosophy, Chemistry, and Astronomy, illustrated with experiments with apparatus, enlivening them in an agreeable manner with remarks upon the general order and harmony of nature, as exhibiting satisfactory evidence of the original design and perfections of a Great First Cause. Miss Hall gave the young ladies of the Institute an excellent lecture on History, and Miss Hyde gave two lessons and a lecture on the subject of writing compositions, and happily illustrating the manner of teaching it in common schools.

DISCUSSIONS.

The Institute had evening sessions during the term, at which time, various questions connected with school discipline and management, were brought forward for discussion. These discussions on all occasions elicited a crowded audience, and were frequently conducted with great zeal, ability and eloquence. The Oxford Union Association and the Calliopean Society, two literary societies of the village, were invited to participate in the discussions, thus bringing to bear upon this portion of the exercises of the Institute, the experience, the talents and learning of these two excellent and well conducted societies. The following are some of the questions discussed, and the decisions of the Institute upon them.

Would the entire abolition of corporal punishment be an improvement in the government of common schools? Decided in the negative.

Ought the studies of children to be conducted in such a manner as to be an amusement instead of labor? Decided in the negative.

Is the practice of occasionally reading and reciting in concert in common schools beneficial? Decided unanimously in the affirmative.

Ought emulation to be encouraged among scholars by means of rewards? Decided in the negative.

Is the practice of vocal music or singing in common schools beneficial? This question was argued at great length on both sides and by agreement, it was left undecided.

Ought teachers to join occasionally in the sports of their pupils? Decided in the affirmative.

Are written rules of order in common schools, beneficial? Decided in the negative.

Is a change of teachers every term beneficial, admitting their qualifications to be equal? Decided in the negative.

Are teachers responsible for the conduct of their scholars while going to and from school? Decided in the negative.

Is the practice of "boarding round," as it is termed, as beneficial in its ultimate consequences as it is to board at one place? Decided in the negative.

Would declamation and writing compositions in common schools be beneficial? Decided in the affirmative.

Several other questions of some importance were discussed, which were either subsequently reconsidered by the Institute, and embodied in the form of a resolve, or were, by consent, erased from the minutes.

REPORTS OF COMMITTEES.

The committee appointed to report to the Institute a daily order of exercises for a common school, consisted of the Misses Jones, Tuttle, and Andrews, and Messrs. Throop and Bundy. It is a matter of sincere regret that the space allotted to the publication of the proceedings of the Institute, will not admit the entire and able report of Mr Throop on this subject. It exhibited much practical knowledge of the duties of a teacher, and contained many valuable suggestions in regard to physical education, and sound views on the various common school exercises, &c. The following is the order of recitations for common schools as amended by the Institute, on examination of the report:

- 9 A. M., Reading a portion of the Scriptures, and hearing the first class in reading.
- 9 1.3. The second class in reading.
- 9 2.3. Reading and spelling of younger scholars.
- 10. Intellectual Arithmetic, 2d class.
- 10 1.3. Recess of ten minutes for each division.
- 10 2.3. Arithmetic, first class.
- 11. Geography, first class.
- 11 1.3. Reading and spelling of smaller scholars.
- 11 2.3. Spelling of 2d and 1st classes.
- 1 P. M. English Grammar, first class.
- 1 1.3. Second classes in Grammar and Geography.
- 1 2.3. Arithmetic, 2d class, or reading of smaller scholars.
- 2. Penmanship.
- 2 1.3. Recess of ten minutes for each division.
- 2 2.3. Intellectual Arithmetic.
- 3. Reading of smaller scholars.
- 3 1.3. Spelling and recitations of smaller scholars.
- 3 2.3. Spelling of the first class, and miscellaneous exercises.

The committee did not expect that this daily order of exercises for a common school could be exactly followed by all schools, or even by very few, without some modification, but regarding a time for every thing and every thing in its time, as of great importance to teachers, they thought the order proposed would serve as a guide to teachers in modelling a system for themselves. It was supposed by the committee that scholars pursuing the higher branches of English education would recite either before or after school, or during the recesses, or at such time as would not draw the teachers' attention from a due regard to the common branches and cause them to

neglect the instruction of the younger scholars. The relative importance of different subjects was ably treated and their views, expressed at considerable length, were in a high degree satisfactory to the Institute.

THE TEACHERS' CONFERENCE.

During the last three days of the session, the Institute resolved itself into what may be termed the Teachers' Conference, during which time various topics connected with school keeping were submitted for consideration, and the members of the Institute were severally called upon to state their own experience and practice in teaching, and to express such views as they possessed in regard to these topics. The following are some of the subjects which were more or less fully considered during the conference:

The best method of teaching the Alphabet—The best method of teaching Spelling, Reading, Orthography or the sounds of the letters, Penmanship, definition of words, &c. The following topics elicited many interesting remarks, the results of the experience of eminent and practical teachers: First lessons to be committed to memory by children; Oral instruction; Story telling or anecdotes by the teacher; Self education; Biography; Mode of suppressing falsehood; Calling out classes for recitation; Study out of school hours; Proper degree of study for children; Physical education; School Libraries; District School Journal; &c. Very deep interest was awakened among the members of the Institute, while these several topics were under consideration. On several occasions much zeal and learning were exhibited in placing these subjects before the Institute in such a manner as to give correct views and principles to those who were inexperienced, and awaken in their minds a lively sense of the teachers' high and responsible duties. The subject of physical education was commented upon with great earnestness, and the moral sense of the members of the Institute was appealed to in an eloquent manner, to give more attention to the subject and set such examples before the rising generation as would be safe to be followed. The following resolutions were ably advocated by several persons, and submitted to the young ladies of the Institute for their action, the gentlemen by consent declining to take any part in their adoption:

Resolved, That we, the members of the Teachers' Institute, regard physical education of the most vital importance, and that we will give increased attention to this subject in teaching our schools.

Resolved, That we regard binding the human body with ligatures unnecessarily tight, to be attended with the most pernicious and often fatal consequences, and that we will discountenance it in our practice, and endeavor to persuade others to do the same by convincing them of its injurious tendency.

Resolved, That we consider the fashion plates in our periodical magazines a representation of a distortion of the human form, and calculated to be productive of great evil to those who are guided by them in their practice. The mover of these resolutions remarked that the ladies might vote to lay them on the table, or reject them, or pass their opinion upon them, as they chose. Their introduction had elicited the desired infor-

mation and discussion upon them, and his object had consequently been accomplished. It was immediately moved by several ladies at once, that the resolutions be adopted, and they were accordingly adopted by a large majority.

The following resolutions were presented and adopted:

Resolved, That the co-operation of parents with teachers is necessary to the successful discipline of schools.

Resolved, That the wages of female teachers are not what their qualifications demand, or what they should be in comparison with those of the males.

EXAMINATION OF TEACHERS.

During the last three days of the Institute the County Supt. examined about 100 teachers, to most of whom he gave certificates for the towns in which they resided, declining to give county certificates to those whose schools he had not visited and satisfied himself of their ability to teach. He gave county certificates to several whose literary qualifications he knew, and whose success in teaching was such as to entitle them to that distinction. He devoted half a day to each class which he examined, and the Institute was divided into six classes for that purpose.

The Institute closed its session on Wednesday, April 10th, and the occasion of separation of its members was one of unusual interest. They had felt that for two weeks, they had been laboring in a common cause, and their minds had become deeply impressed with the responsibilities and duties of their vocation. They acknowledged that many new facts and principles had been set before them during the session, and with feelings of deep regret they rose up from the intellectual banquet which had been spread before them, and of which they had partaken so largely and agreeably. Mr McKoon delivered the concluding lecture at half past ten o'clock, in which he illustrated the duties of the teacher, especially in reference to order in his employment, kindness in his intercourse with his scholars, the proper character of his miscellaneous, moral and religious instruction. He addressed an appropriate exhortation to the members of the Institute to aim at excellence in their profession, and concluded with an affecting valedictory on their separation.

After the address of Mr McKoon, resolutions were offered and adopted, the first of which, at the special request of several individuals who were present, has been somewhat altered in its style, and an additional sentiment introduced.

Resolved, That we, the members of the Institute, heartily approve of such temporary Normal Schools as the one just closed for the first time in Chenango Co., and that we feel deeply indebted to D. R. Randall, Co. Supt., for the valuable instructions which the Institute has afforded, and that we recommend a continuation of such schools to be held annually at such time and place as the Co. Supt. shall think proper.

Resolved, That we tender our sincere and heartfelt thanks to Mr. McKoon, for his able and instructive lectures on Natural Philosophy, Chemistry and Astronomy, and also for his arduous labor and care, during the entire session.

Resolved, That we tender our thanks to the teachers of the Institute for the gratuitous and

philanthropic services they have rendered during the session, in the plan and routine of teaching, the means requisite for preserving order in school, the divisions of time and arrangement of classes, and of impressing the principles of morality on the youthful mind and exciting it to the pursuit of knowledge and virtue.

Resolved, That the clergy, in their able and appropriate addresses before the Institute, and in their hearty co-operation with us in sustaining it, are entitled to our highest regard, as the patrons of education generally.

The large and attentive audience rose while the members of the Institute sung a parting hymn, mingled as it was with the most unfeigned and friendly expressions of attachment from every countenance, their tears bespeaking the true sentiments of the heart, and deeply affecting the audience which had assembled to witness the parting scene. The Institute and congregation were dismissed with a feeling and appropriate benediction by the Rev. Mr. Burtis, when the parting salutation and separation ensued.

HERKIMER

COUNTY CONVENTION OF TOWN SUPERINTENDENTS OF COMMON SCHOOLS.

Agreeably to public notice, the Town Superintendents of Common Schools, for the county of Herkimer, assembled in Convention at Washington Hall, in the village of Little Falls, at 11 o'clock A. M. on Friday, the 14th day of June, 1844; Wm. Brooks, Jr. Esq., *President*; STEPHEN BOWEN, JEFFERSON TILLINGHAST, *Vice-Presidents*; JEREMIAH OSTRANDER, *Secretary*.

The President, on taking the chair, briefly and appropriately addressed the convention.

In conformity to the rules of proceedings, the business of the day was opened by prayer by the Rev. Mr. Dennis.

The County Superintendent said, it had occurred to him, that a code of rules briefly indicating the principal duties of scholars, printed in large and fair type, and hung up in each school-house in the county, would be found a useful monitor to both teachers and pupils. Such had already been adopted in many of the best regulated schools in the country, and with the leave of the convention he would then submit a code which he had drawn up for that purpose.

Mr. Henry then read as follows:

EXCELSIOR.

Rules for this School.

1. I MUST BE REGULAR IN MY ATTENDANCE.

This rule requires me to attend the school every day it is kept, and in good season in the morning and in the afternoon.

2. I MUST PRACTISE CLEANLINESS.

This rule requires me to be neat in person. My face and hands, my clothes, books and papers must always be clean. I must not mark with chalk or charcoal upon the walls, either within or without the school-house. I must not scribble upon my writing books, reading books, nor upon the desk or table. I must keep my writing books free from blots. I must clean my shoes or boots before entering the school-house. I must not spit upon the floor. I must keep the school-house yard and out-buildings clean. I must not cut the desks, seats, or any part of the school-house or out-buildings with knife.

3. I MUST SUPPORT GOOD ORDER.

This rule requires that I shall make no unnecessary noise with my feet, with the door, or in any other way on going in or on coming out of the school-house—on getting my place in the class, or my seat from the class. I must make no noise with my lips while reading to myself. I must not whisper to others in study hours.

4. I MUST BE INDUSTRIOUS.

This rule requires me to fix my thoughts upon my lesson, and to keep them steadily upon it, until I have learned it well. It forbids me to sit looking carelessly about the school-room, neglecting my lesson and setting a bad example for others.

5. I MUST UNDERSTAND MY LESSONS THOROUGHLY.

This rule forbids me to use any word in conversation without knowing distinctly what particular thing I intend to represent by it. It forbids me to read any word in a book without knowing clearly and distinctly what the author meant to represent by it. In grammar, in arithmetic, in geography, and in every other study, it forbids me to assert anything before I can give the right reason for making the assertion. This is the most important rule for acquiring knowledge, and it is the rule which has been the most neglected. I must not be guilty of such neglect.

6. I MUST BE OBEDIENT.

This rule requires me to believe that my parents and teachers know the things that I ought to do, and the way in which they ought to be done, better than I do. I cannot, therefore, be a good child or a good scholar unless my obedience to my parents and teachers be prompt and cheerful.

7. I MUST DO TO OTHERS AS I WOULD HAVE OTHERS DO TO ME.

This rule requires me to be just, true and kind. I must never do any act to another that under the same circumstances I would not willingly have done to me. This is the most perfect rule for regulating our actions towards each other, and no person can be either good or honorable who does not strive to observe this rule.

8. I MUST ALWAYS SPEAK THE TRUTH.

This rule forbids me ever to misrepresent or conceal anything which others have a right to know. It requires me, on all occasions, to speak according to fact, or not speak at all. It is base, cowardly and wicked to lie, and every child who desires to be either honored or happy must love and speak the truth.

9. I MUST NEVER PUT OFF TILL TO-MORROW WHAT CAN BE DONE TO-DAY.

10. I MUST READ THESE RULES EVERY DAY, AND TRY TO KEEP THEM ALL.

These rules were unanimously approved, and recommended to be placed in the manner proposed in every school-house in the county.

Mr. Henry next submitted a report upon Text-Books.

This was long, able and interesting, and cordially and unanimously approved and adopted.

After resolving to hold another convention previous to the winter schools, the convention adjourned.

Old Herkimer will not easily be excelled in efforts to secure and diffuse the blessings of education. Her motto is "onward."

MONTGOMERY

PROCEEDINGS OF ITS COMMON SCHOOL ASSOCIATION.

The association assembled at Fonda on the 22d of March.

Prayer by Mr. Yates.

[We have been compelled to abridge the proceedings of this interesting meeting. They occupy more than a page of the Fonda Sentinel, and are deeply interesting to the friends of education.]

Mr. Moulton, the County Superintendent, stated the objects of the meeting to be the adoption of measures for the improvement of our common schools and also the formation of a permanent county association of town superintendents, teachers, and friends of education.

The secretary called the names of delegates; all the town superintendents except from Root, answered to their names, also 3 teachers from Amsterdam, 6 from Mohawk, 3 from Palatine, 1 from Minden, 1 from Canajoharie, 4 from Root, 3 from Glen, and 5 from Florida.

Amsterdam—town superintendent, H. M. Dewey; No. of schools, 15. Mohawk—S. Van Allen; 12. Palatine—A. Hees; 10. St. Johnsville—Jno. Nellis; 8. Minden—U. Potter; 15. Canajoharie—Winther Reagles; 21. Root—Dr. Snow; 13. Charleston—F. Hoag; 12. Glen—E. Jenkin; 10. Florida—J. R. Herrick; 12.

After the adoption of a constitution, each of the town superintendents made a report of the schools under his superintendence. Mr. Sprague, the County Superintendent of Fulton, gave some account of the plans adopted in that county.

The committee appointed to report relative to recommending a grade of studies requisite to eligibility for teaching, submitted the following:

In addition to a correct knowledge of orthography, the art of reading, and writing, Grammar, mental and written Arithmetic, Natural Philosophy, History, Composition and Declamation, teachers are recommended to prepare themselves, as soon as possible, for teaching the following branches, viz: Astronomy, Geometry, Algebra, Science of Government, Chemistry, Linear Drawing, the use of Globes, and the rudiments of Vocal Music.

Mr. E. Jenkins, chairman of committee on resolutions, reported the following, which were adopted.

REPORT:

The committee appointed to draft resolutions for the consideration of the association, believing that it is essential to the success of the common school enterprise, that parents should take a deep interest in the mental and moral culture of their children, beg leave to submit the following resolutions.

Resolved, That as a means of awakening and keeping alive such interest, we earnestly recommend that parents read the volumes of the District School Journal, and also a work entitled the "School and Schoolmaster."

That they frequently examine their children as to the progress they make in the acquisition of knowledge.

That they often visit the schools.

That they encourage and sustain the teacher.

That in their visits and intercourse as neighbors they make the education of their children

primary subject of conversation and discussion.

That the irregular attendance of pupils at school is highly detrimental to their interests, and to the interests of the school which they attend, and that it is the duty of parents and guardians to correct this evil, by seeing that children under their charge are prompt and regular in their attendance at school.

That teachers frequently visit the parents and patrons of the school, and make it their business to be eloquent in the cause of education; evincing in truth that "the Schoolmaster is abroad."

That those who are alarmed at the expense necessarily incurred in sustaining well regulated schools, would find a much better cause of alarm in the enormous expenses entailed upon the community by the evils of ignorance.

That teachers may be greatly benefited by visiting each others' schools, and becoming acquainted with the different modes of instruction and of discipline pursued in each; and that this association accordingly recommend this practice as generally and as frequently as is consistent with other duties.

By Dr. Potter; *Resolved*, That we, the members of this association, tender to Mr. Moulton, the superintendent of this county, our warmest sympathies, and promise him our ardent support and co-operation in the discharge of the subsequent duties of his office.

JOHN FREY, *President*.

M. FREEMAN, *Secretary*.

OTSEGO.

THIS important county is also aroused to the consideration of the great cause of our country—universal and thorough education—and nobly leads on the work of reform.

The convention sat two days, and its reported proceedings manifest that devotion to duty, which promises the most beneficent results. We regret that we can only give paragraphs, where we would gladly publish every detail.

[From the Freeman's Journal.]

OTSEGO COUNTY COMMON SCHOOL CONVENTION.

The town superintendents of common schools of the several towns of Otsego county, assembled in convention, pursuant to adjournment, at the Christian Church, in the village of Laurens, on Tuesday the 11th of June, 1844, at 10 o'clock A. M., and was called to order by Mr. Lewis R. Palmer, county superintendent, on whose motion it was temporarily organized, by the appointment of HERVEY WILBER, Esq., of Westford, Chairman, and Mr. JOHN S. PATTENGILL, of New-Lisbon, Secretary.

On calling the list of superintendents, the following persons answered to their names:

COUNTY SUPERINTENDENT—L. R. Palmer, Cooperstown.

TOWN SUPERINTENDENTS—Butternuts, J. G. K. Truair; Burlington, L. D. Brown; Cherry Valley, L. H. Robinson; Decatur, Amos Bourne; Edmeston, Wm. H. Brown; Hartwick, Wm. S. Bowdish; Laurens, A. P. Strong; Middlefield, L. H. Bowen; Maryland, D. H. Sevier; New-Lisbon, John S. Pattengill; Otego, David B. Shepherd; Oneonta, Andrew G. Shaw; Pittsfield, O. Adams; Plainfield, R. Huntley; Unadilla, J. S. Palmer; Westford, Hervey Wilber.

John Drake, President; J. G. K. Truair, V. President; A. P. Strong and J. S. Pattengill, Secretaries.

On motion, the convention received the following gentlemen as substitutes for the towns not represented by their respective town superintendents, viz: Messrs. L. S. Chatfield, E. N. Barber, Wm. D. Stocker, L. S. Bundy, L. S. Bowen and Wm. Pattengill.

Mr. Bowdish, from the committee on teachers' institutes, read and submitted a report and resolutions, from which we extract as follows:

The committee on a teachers' institute desire to report, that in every stage of their investigations they have found themselves interested and admonished, but must confine themselves to the importance, feasibility and fitness of this measure.

A slight survey of the actual condition of our common schools, will force the mortifying conclusion that a lamentable deficiency exists, after all that has been done by public munificence for their elevation and efficiency; and that although teaching a common school, common school education, and the district school-house, are associations which have clustered around us from the nursery up to manhood, yet some of the best among us, some of the most acute and critical in their observations upon causes and their practical results, seem to be just emerging from a region of shadows and appearances into one of realities and tangible forms; and standing in our present responsible position, the past presents a scene of mortification and regret, the future of expectation and hope. Although there are many ingredients in this scene of mortification and regret, it is the opinion of your committee that a want of *well qualified teachers*, constitutes a very important part. We intend by this remark, no reflection on a class of individuals who have expended a vast amount of mental and physical exertion, without enjoying a proportionate share of public attention, or receiving a fair compensation for their vexatious, though important, toils: we believe in many instances they have done the best they could under existing circumstances: nor would we indulge or encourage a spirit of unthankfulness, for the benefactions and exertions which have been made for their advantage and improvement.

It is now an opinion that prevails extensively, perhaps universally—that the profession of teaching should be as respectable as any in society; and that this estimate must be placed upon it, before all the advantages contemplated can be secured. It is also acknowledged that the feelings and opinions of men, are governed to a considerable extent by appearances and names. From these two axioms we may see, that the respectability of teaching will be graduated by the character of the institution where instructors are taught. And will any person pretend to say that a mere appendage to a seminary or an academy can be as respectable in the eyes of the people, as original, independent institutions having their own professors, presidents and buildings, apparatus, &c. Your committee deem it impossible in the nature of things.

Your committee respectfully suggest that young persons who are preparing to teach, will not be as well instructed in the theory or practice of teaching in the above appendages, as they would be in a teacher's institution. It is believed, without intending any disrespect to those who

have the charge of academies and seminaries, that professors cannot feel the same interest in their lectures and instructions to pupils of a subordinate department, as would be felt by the professors of a teachers' institute, where instructions and lectures on school-keeping would be their sole and constant business.

Lastly, the method of teaching in an academy or college and in common schools, is so very dissimilar; the state of mind to be reached and the object to be secured so peculiar to each, that it is certainly possible that an individual may be abundantly qualified to fill the professorship of a college or a seminary, and still be essentially deficient in the chair of a teachers' institute. Your committee know of several young gentlemen of respectable parentage as well as intellectual culture, who spent several weeks in an academic school not long since, and then went out as school teachers, but were under the mortifying necessity of returning to their homes before they had completed the term for which they contracted. It requires no far reaching mind to perceive that if these young men had so been instructed as to be "apt to teach," that a far different, more honorable and less perplexing result might have been obtained. Some whom we have examined, will solve a problem in algebra and pass well in astronomy, &c., and yet cannot tell the sound of b or x or ck, and are equally wanting in the elementary branches of science.

Last session of our state legislature was signalized for the unanimous passage of a bill for the organization of a regular Normal School for the education of teachers. This last measure has been adopted as an experiment, and if successful, is designed as a beginning, for subsequent repetition. Your committee rejoice that the good work is begun. As to the departments, they are so exceedingly sparse, that they must, to the great body of teachers, be remote, so exceedingly remote, that but a small fraction of them can possibly enjoy their advantages, and the only remedy now left us is to look back to our high schools and academies generally, and try to throw around them such guards and obtain such assurances as shall give us some relief from the anxiety which has so long distressed us—to engage spiritedly in teachers' drills, call out teachers' meetings, and organize educational associations, until something more satisfactory can be obtained.

The interest which has existed among legislators upon the subject of general education, is still alive. Past enactments made for it upon the petition and sometimes upon the suggestion of the people, authorize us to conclude that they may be approached again. Your committee would suggest, in view of the magnitude of the object intended to be secured, the proper education of the entire mass of the rising generation, that the appropriation for the education of teachers be increased to something like the public demand for it, and that instead of having here and there a mere appendage to a seminary, or one normal school, that there be an independent seminary to educate teachers in every county of our state; and thus let the sentiment of the Hon. J. A. Dix be reduced to a reality, namely, "it is advisable to establish separate seminaries for the education of teachers." There are, during the year, 440 individuals employed as teachers in the common schools of this single county. Here are your materials, and there is

their work, but where is their appropriate efficiency. Let each of these persons be thoroughly educated in the branches of science to be taught, and let them be made familiar with the best methods of imparting instruction, and what an influence might in this way be brought to bear upon the public mind; what an inconceivably happy result might be produced upon the thousands of young persons and children who are soon to wield the destinies of this section of our mighty nation. We venture to predict that in the short reversion of a single year the schools of this county would put on a character and assume an efficiency perfectly astonishing to the most enthusiastic and sanguine of all our people.

Therefore, *Resolved*, That the subject of educating teachers for common schools, demands the serious and immediate attention of this convention.

And *Whereas*, There is no certain prospect that this important object can be obtained from the seminaries now among us,

Therefore, *Resolved*, That this convention, take immediate steps for the organization of a Teachers' Institute for the county of Otsego. All of which is respectfully submitted.

On motion of Mr. Chatfield, the report was laid on the table for further consideration; and the convention adjourned to 7 o'clock in the evening.

EVENING SESSION.

Mr. Pierce, of Rome, Oneida co., by invitation, occupied the evening session by an address upon the moral, intellectual and physical culture of man. He treated this important and comprehensive subject with much ability, and evinced a thorough acquaintance with every branch of educational reform. Mr. P. gave a very graphic description of the condition and wants of our common schools, and an able and comprehensive view of a system of popular education adapted to the preparation of the citizen for the discharge of his various and complicated duties arising from the social condition and peculiar institutions of this country.

On motion, the convention proceeded to the consideration of the reports in their order.

The report on Teachers' Institutes, was taken up, and the resolutions considered separately. They were discussed at length, by Messrs. Chatfield, Bowdish, L. R. Palmer, Truair, Gillam, L. D. Brown and Wilber; and the report and the first resolution, were adopted.

The question being on the adoption of the second resolution, Mr. Truair moved to strike out the second resolution and the preamble accompanying it, and adopt the following as a substitute:

Resolved, That in view of the success which has attended the establishment of voluntary Teachers' Institutes, and the efficient aid thus rendered in the thorough preparation of teachers, this convention take immediate steps for the organization of a Teachers' Institute for the county of Otsego.

The preamble and resolution were stricken out and the substitute was adopted.

After many discussions of the leading measures of educational reform, and the adoption of many admirable resolutions,—On motion of Mr. Pattengill, it was *Resolved*, that the convention adjourn to meet at Cooperstown on the Tuesday after the second Monday of April, 1846.

DISTRICT SCHOOL JOURNAL.

ALBANY, AUGUST, 1844.

NORMAL SCHOOLS.

Extracts from the Report of the committee of the Assembly of this State, on colleges, academies and common schools, of which the Hon. Mr. HALBURD was chairman, in regard to the distribution of the Literature Fund, and the establishment of a Normal School.

We commence these extracts, with regret that we are compelled to omit a single paragraph, of this searching and satisfactory examination of the claims of these institutions upon the public confidence.

Passing over, however, for the present, Mr. Halburd's faithful history of the origin and increase of the literature fund, and the legislation which controlled its distribution; his viadication of the Academies from the charge of being aristocratic institutions, exclusive in their character and inaccessible to the poor; his clear exposition of the principles on which the common school and literature fund have been distributed; his interesting and convincing examination of the rise, progress and influence of the teachers' departments, and of the admissions of successive State Superintendents, "that" in the language of Gov. Marcy, "some further provision ought to be made by the legislature, to satisfy the public wants in this respect;" or according to Gen. Dix, "that it would perhaps be advisable to create separate seminaries for the preparation of teachers"—passing over all of this admirable preliminary examination of past legislation, we present our readers with a part of the discussion of the nature and importance of Normal Schools, intending to continue its publication in the following numbers of the Journal.

The term "*Normal School*," though now commonly used to denote a *training place* for teachers, primarily signifies, a "*model school*;" that is, a school conducted on a plan deserving imitation by other schools.* A *model school*, in this sense, is an essential part of any well arranged institution for educating teachers. It is the *experimental room* where the future teacher learns by observation, the best methods of conducting an elementary school, and under the eye of his teacher, is taught to practise and perfect himself in those best methods†. Although the *model school* is, by some, regarded merely as an incidental appendage to the principal school; yet in Prussia, where seminaries to qualify teachers have been longest and most successfully in operation, the *model or normal school* is so

important and so prominent a feature of the system, that it has given its name to all this class of institutions. The term *normal school*, as now used, comprehends indeed, this "*model appendage*," but more especially, it indicates a seminary where pupils are taught, theoretically and practically, the *art* of communicating knowledge, and of governing a school; where, in short, are acquired the rules of practice and the principles of guidance and direction in the various departments of common school education.

After an interesting notice of the Prussian system, which we hope in some future number to publish, the report continues:

It was after a critical examination of this system and its results, that Gen. Dix officially said: "The Prussian system is generally acknowledged to be unrivalled in the extent of the provision which it makes for the education of the people; the efficiency with which it is administered, and the perfection which it has carried into the various departments of instruction. The Prussian system is said to have been extremely defective down to the commencement of the present century, though it had been long in existence. No material advances were attained until *teachers' seminaries* had been established, and a new class of instructors had been trained up." Prof. Stowe, who several years ago, was commissioned by the state of Ohio to examine the Prussian Schools, expresses some of his conclusions in the following propositions:

"1. The interest of popular education in each state demands the establishment of a *Normal School*, that is, a *Teachers' Seminary and Model school*, for the instruction and practice of teachers in the science of education and the art of teaching.

"2. Pupils should not be received into the teachers' seminary, under sixteen years of age, nor until they are well versed in all the branches usually taught in common schools.

"3. The *model school* should comprise the various classes of children usually admitted to the common schools, and should be subject to the same general discipline and course of study.

"4. The course of instruction in the teacher's seminary should include three years, and the pupils should be divided into three classes, accordingly.

"5. The senior class, in the teachers' seminary should be employed, under the immediate instruction of their professors, as instructors in the *model school*.

"The necessity of specific provision for the education of teachers is proved by the analogy of all other professions and pursuits.

"Such an institution would serve as a standard and model of education throughout the community.

"All experience (experience which we generally appeal to as the safest guide in all practical matters.) has decided in favor of institutions sustained by government for the education of teachers."

To the friends of education it is a deeply interesting inquiry, whether the principles of that system are so indigenous to Prussia, as not to admit transplantation and growth, with equal success, in any land desirous of having an educated people?

* The French adjective *normal*, is derived from the Latin noun *norma*, which signifies a *rule*, a *pattern*, a *model*.
† Essay on Education, vol. 2, p. 302.

A glance at some of those countries where the experiment has been tried, will, perhaps, furnish the most satisfactory answer to this inquiry.

The primary Normal School of Haarlem, in the centre of Holland, was founded by government, as early as 1816. It was in reference to this school, and one other established the same year, at Lierre, near Antwerp, that the celebrated M. Cousin, in his work on the state of education in Holland, in 1836, said: "I attach the greatest importance to normal primary schools, and consider that all future success in the education of the people depends upon them. In perfecting her system of primary instruction, normal schools were introduced for the better training of masters." In travelling through Holland, he was informed by all the school officers he met with, that these schools "had brought about an entire change in the condition of the schoolmaster, and that they had given young teachers a feeling of dignity in their profession." The universal effect of the primary schools of Holland upon her population, may be read in an extract from the Third Report of George Nicholls, Esq., on the condition of the laboring classes, &c., in Holland and Belgium—"In Haarlem, with a population of 21,000, we were informed there was not a child of ten years of age, and of sound intellect, who could not both read and write, and throughout Holland it is the same."

The first normal school of France, owes its origin to a decree of Napoleon, issued on the 17th of March, 1808, directing the organization of the university and the establishment of a central normal school at Paris. In 1829, there were but *thirteen* of these schools throughout the empire; in 1832, there were *forty-seven*; in July 1833, a law passed requiring the establishment of one of those teachers' seminaries, in each of the eighty-six departments. In 1837, there were *eighty-three* of these seminaries in full operation, "forming," as M. Guizot the Minister of Public Instruction said, "in each department a grand focus of light, scattering its rays in all directions among the people." In concluding an able speech in the Chamber of Deputies, he used these decided words: "All of you are aware that *primary instruction depends altogether on the corresponding normal schools. The prosperity of these establishments is the measure of its progress.*"

The estimation in which the French nation hold these seminaries, may be learned from a provision contained in one of their recent laws, "that no schoolmaster shall be appointed who has not himself been a pupil of the school which instructs in the art of teaching."*

It only remains to be added here, that the French system is confessedly modelled after that of the Prussian; that those who resort to them are not only educated but maintained gratuitously.[†]

England, with all her wealth and literature; her magnificent endowments of universities; her numerous and costly charitable institutions, as a government, has done very little for the education of her common people. She has never established any general system of education;

whatever has been done has been effected solely by individual enterprise. Whenever in Parliament or elsewhere, a government plan has been proposed, to diffuse the blessings of a common school education among the masses, normal schools have of late, almost invariably, formed a constituent part of all such plans.

In 1835, Lord Brougham said in the British House of Lords, "the seminaries for training masters are an invaluable gift to mankind, and lead to the indefinite improvement of education. It is this which above every thing we ought to labor to introduce into our system." "These training seminaries would not only teach the masters the branch of learning and science they are now deficient in, but would teach them what they know far less—the didactic art—the mode of imparting the knowledge which they have, or may acquire—the best method of training and dealing with children, in all that regards both temper, capacity, and habits, and the means of stirring them to exertion and controlling their aberrations."

In 1839, the Queen directed Lord John Russell, to form a Board of Education. His Lordship's circular on the subject says: "that among the chief defects yet subsisting, may be reckoned the insufficient number of qualified teachers, the imperfect mode of teaching, which prevails in, perhaps, the greater number of the schools." "Among the first objects to which any grant (of money) may be applied, will be the establishment of a Normal School. I beg leave, at the outset, to state my opinion, that the establishment of a normal school for training masters in the most perfect methods of communicating literary and industrial, as well as moral and religious instruction, is the most pressing and important of these objects," &c.

Parliament refused to vote any grant of money to carry out the views of the Board of Education,* and England was left with two seminaries for the education of teachers; for these, she was indebted to the exertion of individual benevolence.

When we read such views and such recommendations, and read the result of them, we are prepared further to read such items as the following, in English papers: "In three years, in England, there have been 361,894 marriages; of these, 723,788 married persons, 304,836 could not sign their names."

Although from this hasty view of the establishment and operation of normal schools in Europe, they would seem to be so indispensable in a well-matured educational system, as to be founded and sustained by any intelligent government, desirous of a thorough education of its people; yet with two exceptions their introduction to this continent has been the unaided achievement of individual enterprise and benevolence.

Their establishment has been repeatedly recommended by the educational officer in Pennsylvania. In the sixth annual report of the Hon. Francis R. Shunk, superintendent of common

* It ought, perhaps, to be stated, that the government bill for the normal and common school, unconditionally required that all the pupils should be educated in the tenets of the Church of England. Against a bill containing such a sectarian provision, the entire body of dissenters so strongly protested, that ministers abandoned the whole plan.

* Connecticut Common School Journal, vol. 1, p. 54, 57.

† Hon. H. Mann's 7th Annual Report, p. 143.

schools, made to the Pennsylvania legislature, March 3d, 1840, he says: "a more effectual method to increase the number of teachers, and to furnish facilities for extending the knowledge of the art of teaching, and improving this department of public instruction, is by the establishment of teachers' seminaries, commonly called normal schools." In his next annual report of 1841, the same officer says, "the most obvious and direct means of providing competent teachers, is by the establishment of seminaries for their instruction. A community, in order to appreciate and compensate good teachers adequately, should be enlightened by the happy efforts of their labors; a result which can never be produced by those who are inefficient and incompetent." In his report of January 1842, he renewed his suggestions of the importance of these seminaries for instructing teachers. The government has, however, never made an appropriation to aid even a normal school, but private munificence and enterprise have established several in the state.

In the annual reports of the trustees of the school fund of the state of New-Jersey, 1839 and 1840, the following views are expressed on the subject of normal schools: "There seems to be but one way in which a supply of good teachers can be secured. They must be trained to the business of teaching. They must be taught the art of teaching. Those who are to instruct others, must themselves be instructed. In short there must be schools for the education of teachers. To require that teachers should be examined and licensed, will not answer the purpose. When nearly all are unqualified, there is little room for selection. Their deficiencies in this way may be exposed, but how are they to be corrected?"

In his annual report, January, 1841, the superintendent of common schools of the state of Ohio, says "the establishment of normal schools is the only effectual means for extending the knowledge of the art of teaching, and placing this department of public instruction on that elevated ground that its vast importance demands.

The committee might continue to give these favorable opinions and sanguine recommendations of high official personages, but they content themselves with the general expression, that in nearly all the states where the subject of popular education has in any respect received an attention from public men, at all commensurate with the magnitude of interests involved, the establishment of normal schools has been the invariable means recommended to invigorate and improve common schools. But while state legislatures have generally neglected to test, by experiment, the expediency or practical utility of these institutions, the Canadian parliament, at its very last session, passed an act providing for their immediate establishment in both the Upper and Lower provinces.

While other states were deliberating, Massachusetts acted, and now justly claims the honor of first establishing institutions exclusively for teachers, as part of a state system of common school education. But even her action was stimulated by individual liberality.

In 1838, a citizen of Boston,* placed at the disposal of the Massachusetts Board of Educa-

tion, the sum of ten thousand dollars, to be expended in the qualification of teachers of common schools, on condition that the legislature would appropriate an equal sum to the same purpose. This proposition was communicated to the legislature on the 12th of March, 1838; ten days after, a joint committee of the two houses reported in favor of accepting the proposition; resolutions, making the appropriation to that effect, passed the legislature "almost unanimously," and on the 19th of April, 1838, received the signature of the governor.

The Board of Education having the sum of twenty thousand dollars thus placed at their disposal, "to be expended in qualifying teachers for the common schools in Massachusetts," with the single condition of rendering an annual account of the manner in which they had expended the money, felt themselves somewhat embarrassed in selecting the best method of carrying out the intention of the private and legislative donors of the benefaction. The propriety of establishing and liberally endowing a *single school*, was considered and decided against mainly on the ground that if but one was founded, its success or failure could be known but to the citizens of a small part of the state; and it was desirable that an *experiment*, in which the whole people had a direct interest, should, as far as practicable, be tried in presence of the whole people. The economy and expediency of engrafting a department for the qualification of teachers, upon academies in different parts of the state, was also examined. Against this plan it was objected that such a department would be but a secondary interest in the school—that "the principal and assistant teachers would not be selected, so much with reference to the incident, as to the principal object; and as the course of instruction proper to qualify teachers, must be essentially different from a common academical course, it would be impossible for any preceptor duly to superintend both."†

As the money seemed not intended to be invested as a permanent endowment, and as it was sufficient, with what it was reasonably expected the friends of education would contribute to establish more than one normal school, for a period of time sufficiently long to bring the usefulness of such institutions to the test of experience, it was finally determined to pursue this course. The Board finding their present means and encouragements for the future would justify the establishment of three schools with a fair expectation of sustaining them three years at least; decided to establish that number, and to locate them in different parts of the state. The latter course was taken not only to bring within the reach of the people the means of partaking their advantages, but of observing their usefulness; with a view too of enabling the people understandingly to decide on the final adoption or rejection of these seminaries as a constituent part of the system of common school education.†

In accordance with these views, a school for the reception of females *only*, was opened at Lexington on the 3d day of July, 1839; another for the admission of pupils of both sexes, was opened at Barre, in September of the same year; the third was established at Bridgewater on the

* Edmund Dwight, Esq.

* Mass. Com. School Journal, Vol. 1, page 35.

† Second Ann. Rep. of Board of Education.

same principles as the Barre school, in the month of September, 1840.

The Lexington school received no pupils for less than one year; each of the other institutions admitted scholars for a less period. The terms of admission were, that applicants, if males, must have attained seventeen years of age, and sixteen, if females—must on examination appear well versed in orthography, reading, writing, English grammar, geography and arithmetic—must be in the enjoyment of good health, and must furnish satisfactory evidence of good intellectual capacity, and of high moral character and principles. The pupils were in addition required to "declare it to be their intention to become school teachers after having finished a course of study at the normal school."

The following course of study was arranged and recommended for each institution; fully to complete it required three years:

1. Orthography, reading, grammar, composition and logic.
2. Writing, drawing.
3. Arithmetic, mental and written, algebra, geometry, book-keeping, navigation, surveying.
4. Geography, ancient and modern, with chronology, statistics and general history.
5. Physiology.
6. Mental Philosophy.
7. Music.
8. Constitution and history of Massachusetts, and of the United States.
9. Natural philosophy and astronomy.
10. Natural history.
11. The principles of piety and morality common to all sects of Christians.
12. *The science and art of teaching, with reference to all the above named studies.*

The first term, the Barre school, with one teacher and one assistant, received thirty-nine pupils; the fourth term it numbered forty-seven—twenty-six males and twenty-one females; in December, 1841, the number of both sexes had reached seventy. In the year 1842 this school was suspended by the death of its principal, Prof. Newman.

After this school had been in operation about eighteen months, it was officially said by the Board of Education: "The scholars who have left this school have sustained a high reputation in their professions as teachers. They appear to be decidedly better qualified for their task, both by their thorough acquaintance with the elementary branches of learning, and their familiarity with the principles and practice of the art of teaching, than the majority of those generally employed in the care of schools." It was of this seminary that President Humphrey of Amherst College, on visiting it, in December, 1841, said, "I was exceedingly pleased with the elementary and analytical processes in all the branches taught in the school. Every thing had a direct bearing upon the great business of teaching, for which the pupils were preparing."

The Bridgewater school opened in September, 1840, with 28 pupils, of whom 21 were females; the second term was attended by 35, of whom 26 were females; the last term of the year 1841 closed with 52 pupils. The average number of pupils

during the year 1842 was about 45: that was the number in attendance at the close of the year 1843; at the preceding term 72 were admitted. On the day when this school was recently visited by one of your committee, there were 42 pupils under instruction, of which number 31 or 32 were females. On examining the register of the school, 233 persons were found to have been enrolled as members since its organization in September, 1840. This number includes several who did not remain through even one term. Of the whole number, 131 were known to have taught, after leaving school; 42 were attending school; 8 only (which includes two or three who were dead,) are known not to have taught; 5 others had never taught by reason of ill-health; 3 had married; 1 came from and returned to New-York; of the history of the remainder the principal knew nothing.

The day spent by the chairman of your committee at this seminary, was occupied in attending upon the regular exercises and examinations of the classes, and in a brief visit to the model school-room. The normal school was opened in the morning by reading a portion of Scripture, singing and prayer. The recitations, the explanations, the comments, &c., were all analytical and practical—and as far as practicable—subjected to the test of black-board demonstration. All seemed arranged and designed to make every scholar thoroughly acquainted with the subject and with the best method of elucidating and communicating it.

The rules of the institution require the pupils to teach in the model school-room in rotation, under the supervision of the principal. This part of the school exhibited the effects of the too constant confinement of the principal in the general recitation room.

The usefulness of this seminary is greatly impaired by the want of more teachers, and by the short and uncertain periods for which students are received. A term of 14 weeks is hardly sufficient for one man and his assistant to eradicate bad habits of thinking and feeling, and implant new ones in fifty or sixty minds, reducing the whole to demonstration and to practice, in the model school.

The normal school at Lexington, designed exclusively for ladies, closed its first year in August, 1840, with 25 pupils; the second year numbered 40; the third year about the same number. During the last year there were the first term 31; the second term 39; the third 42; the fourth 55; at the close of the year the applications for the next term were 60; this was the number in attendance the day the school was visited.

The model school connected with this institution, consists generally of from 40 to 50 young children, from the several school districts in the town. This school, under the general superintendence of the principal of the institution, is taught mainly by the pupils of the normal school. The principal visits this school daily as a listener and observer, sometimes as teacher. Here, under the eye of a master, is a real apprenticeship served in the noble art of teaching—here theory is combined with practice—here principles are illustrated by veritable examples. The model school sustained in the vicinity a reputation so high, that for the two or three first years a much larger number of children could be obtained for it, if it had been desirable to increase the num-

* Mass. Common School Journal, Vol. I, pages 96, 309.

ber, and this too when the sending a child to that school was attended with a very considerable extra expense to the parent.

As pupils from the normal schools have gone out into the town to teach, parents have of late been enabled to supply their children in their own district schools with the same kind of superior education taught in the model school; and in consequence, the number of pupils in the latter school has been reduced to some 25 or 30. A fact which shows the practical effect of the education and training of teachers at the normal school, that they *acquire* and that they can *communicate*.

The day spent at the Lexington seminary, there were in the model school about 30 children, of ages and capacities as various as the same number exhibit in a common district school. An experienced and highly qualified teacher spends all her school hours in this school; the more advanced pupils in the normal school in rotation, are required to assist in classifying and arranging the children, hearing and explaining lessons, *teaching* orally on the black-board, &c. All passes under the eye of the teacher, aided by the frequent watchful suggestions of the principal.

Interesting as it would be to detail minutely the exercises in this room—the natural and successful means used to make the stay in the school-room pleasant, instead of irksome—learning a delight, instead of a drudgery—even to children of four and five years of age—the committee feel they must hasten to the normal school-room. Here the morning exercises were quite similar to those of the Bridgewater institution, except that *all*, or nearly all of the pupils engaged in singing; as it was “review day” at the seminary, a very good opportunity was presented of learning the exercise and manner of study pursued at the school. Great pains are taken in *teaching* reading, accent, emphasis, grammar, colloquial and written. Spelling and punctuation are taught at the black-board. A half hour spent by all the school in *mental* arithmetic, vulgar fractions, rule of three, practice, interest, &c., showed great quickness in mental computation. Several scholars described and demonstrated problems in the various books of Euclid, stated and worked complex propositions in Algebra on the black-board with a readiness and clearness that evinced a perfect familiarity with those branches of mathematics.

As there had been some change of principals since the organization of the school, no statistical information, to any extent, could be obtained as to the number of pupils who had taught or were now engaged in common schools. The institution is now under the care of a principal and two assistant-teachers. Its usefulness, like that at Bridgewater, is somewhat circumscribed by the want of more spacious buildings; each being at some seasons of the year crowded to its utmost capacity—a most creditable fact, when it is remembered that hitherto individual liberality, aided by the bounty of the state, has only furnished tuition and rooms free of charge to the students.

We shall continue our extracts from this able document in our next number, commencing with an examination into the effects produced upon the cause of education in the state of Massachusetts, by the establishment of normal schools.

COMMUNICATIONS.

EXCHANGES.

Mr. HOLBROOK has devoted a life of labor to the cause of education. His leading object has been to establish a system of exchanges, by which the minerals, fossils, shells, plants, &c., of different counties, states and countries could be obtained with but little more expense than the cost of transportation, each region supplying what is interesting and useful to that which exchanges with it. The following letter was not intended for publication, but its facts are interesting, and its suggestions sensible, and Mr. H. will therefore excuse us for thus making his plans partially known.

FRANCIS DWIGHT, Esq.,

MY DEAR SIR:—I send you a circular, touching a subject which I know you appreciate—*School Apparatus*. It is especially designed for common country schools, and with that view, durability, with simplicity and clearness of illustration, has been aimed at. The globe is solid, fitted for being suspended, also for a stand, as different illustrations may require. The first elementary ideas about our earth are certainly given in no way so correctly or clearly, to a young mind, as by a globe suspended by a cord. Not only the shape, motions, and general divisions of the earth, but the elliptical form of its orbit can thus be shown by actual experiment, also the forces keeping the earth in its orbit; and how they give it an elliptical shape, may be shown.

The universality of the subjects illustrated by the apparatus fit it alike for all countries, the manual of explanations excepted: and these, in missionary stations, where similar articles have heretofore been used to great effect, will be used in their own translations. For Spanish America a translation is about to be made, indeed has been made in part, in the city of Mexico, where the articles have already been ordered.

The exchanges already put forward by it, have brought interesting specimens from different countries, and will certainly, when carried out, bring them in such quantities, as to be distributed, not only to the interior of this state, but to all the states. The following experiment is a specimen of the extent to which it may be carried. Several months since, crowds of barefooted girls and boys were collected from the streets of New-York, by and for scientific lectures, given weekly, especially for them. After entertaining them for an hour, outline prints of animals, plants, or other objects of nature, geometrical figures, geologicals, &c. &c., were distributed to employ their hands and minds at their homes. Among the fruits of these, were drawings, greatly varied, literally covering the sidewalks in the region of “Five Points,” near which the lectures were given; also, cabinets of minerals, shells, &c., made by many newspaper boys, and others, in that and in various parts of the city.

Among the specimens thus produced, many were of so much interest as to be sent, at the re-

quest of various strangers seeing them, to different parts of the world. Rev. Dr. Thomson, for ten years agent of the British and Foreign Bible Society, acting in Mexico and South America, when he arrived at the city of Mexico, from a visit to this city, ordered a considerable quantity of specimens of different kinds, produced in part by those street scholars. A few days since, I received from him the third or fourth package, containing some Indian curiosities. If the street boys and girls in New-York city can enter into exchanges with the Mexican Indians, and in a manner to benefit schools through our country, (for the specimens received from Mexico have gone out to many parts of the country,) it will perhaps be difficult to propose any limits to the system of exchanges. Surely New-York, with its admirable system of county and town superintendents, can enter upon it, and carry it out more completely, perhaps, than in any other part of the Union.

An exchange in county maps, simply, between the schools of this state, would, as it seems to me, be a great and good enterprise. These maps might embrace, not only the geography, but the topography, geology, botany, and other departments of Natural History; also agriculture, manufactures, internal improvements, education, &c. &c., forming together, materials for a "New-York Book," good for every school and every citizen of the state. Please, my dear sir, to give that subject a thought.

I remain, as ever, with great respect,

Your friend,

J. HOLBROOK.

EXPERIMENTAL EDUCATION.

[By the author of Popular Lessons, School Friend, &c.]

To Dr. Chalmers' treatise on Political Economy, is appended a note, from the communication of a gentleman residing in Holland to another in Scotland, setting forth the favorable change that had taken place of late years in the general tone of manners and morals. The writer affirms that though the country had, during the last half century sustained many revolutions, and had suffered the decay of its commerce, and all the external evils incident to political changes, yet the people were steadily advancing in decorum, industry, intelligence, and comfort; and he attributed this manifest improvement in their character and condition to their schools.

A full exposition of the state of education in Holland has been made by Cousin, formerly minister of public instruction in France.

Cousin's report was made in 1836, and has since been translated into our language by Leonard Horner, Esq. His translation was published in London, and has not been reprinted in this country; but its subject matter, and undoubted authenticity, render it of great importance to those who are seeking for all the lights of experience in practical education. A former commission in 1811, had been entrusted by the French government to the celebrated Baron Cuvier, and the results of his statements are fully corroborated by the later report.

The account given in brief by Cuvier of the schools he visited in Holland may be eminently instructive in this country, and on that account extracts from it are furnished to the Journal.

SCHOOLS IN HOLLAND.

First part of the report on the establishments for public instruction in Holland by M. Cuvier.

It would be difficult to describe the effect produced upon us by the first primary school we entered, on our arrival in Holland. I was at one of those maintained at the public expense, for the children of the poorest classes. Two large rooms, well lighted and well ventilated, contained three hundred of those children, all cleanly dressed, arranging themselves without any confusion, without noise, without rudeness, doing all they were desired, in obedience to signals, without the necessity of the master saying a word. They learn by sure and ready methods, to read fluently, to write a good and correct hand, to understand such arithmetic as is required for ordinary life, both mental and written, and to express their thoughts clearly in short written exercises. The books put into their hands, and the examples they get to write, advance by such judicious gradations, and the precepts and examples are intermingled so skillfully, that the children imbibe, at one and the same time, the truths of religion, the maxims of morality, and that knowledge which will be useful to them, and afford them consolation in their unhappy lot. By means of frequent questions, and by encouraging them to state their difficulties, it is fully ascertained that they understand what they read. Prayers, and hymns sung by the whole school, both composed expressly for these children, and all breathing a spirit of duty and of gratitude, give a charm to the business of teaching, while at the same time they impress upon it a religious and benevolent character, calculated to produce lasting effects. One master, and two assistants, who might themselves be taken for pupils, maintain complete order among this large number of children, without any speaking, or angry words, or corporal punishment; but by interesting them in what they are about, and keeping their attention constantly alive.

The first sight of the school gave us an agreeable feeling of surprise; but when we entered into an examination of the details, it was impossible not to be sensibly affected, when one considered what these children would have come to, had they been left unnoticed, and what they then were. But we said to ourselves, this is perhaps a solitary case, the results of the exertions of a wealthy town, or of the zeal of some citizens of unusual liberality; we were assured, however, that the more we travelled through the country the more we should see reason to alter that opinion; and so it turned out, for wherever we went, we found primary schools on the same plan, with the exception of some few instances, in which superannuated teachers could not shake off their old habits of routine. Nor was it in the towns that we found them the best; even on the frontiers of the country, in Groningen, and many leagues from the great lines of communication, we saw primary schools in villages as numerous as attended, and composed of a better class of children, and altogether of a better description, than those in the great towns: in the latter, the children of the opulent classes are educated at home, whereas in the villages they go to school like other children.

Wherever we went, we witnessed the same gaiety, the same propriety, the same neatness,

both in the pupils and the master, and every where the same kind of instruction.

The most remarkable thing of all is, that they have arrived at this state of excellence in a few years; by means simple in themselves. A short account of this important operation is essential to the right fulfilment of our object.

Thirty years ago, the inferior schools of Holland resembled those of the same class in other countries. Masters, nearly as ignorant as the children they had to teach, succeeded with difficulty to impart, in several years, a slender amount of instruction in reading and writing to a small number of scholars. There was no general superintendence of the schools; the most of them were set up on private speculation: the different religious sects maintained several for their poor, under the supervision of their deacons; but these schools were exclusively for the children of the parish; those whose parents did not belong to some particular church were not provided for; the Catholics had no schools of the sort, although so numerous in the country. The result of all these circumstances was, that a large proportion of the young were sunk in ignorance and immorality.

THE SPRING TIME OF LIFE.

[From S. S. RANDALL'S "Mental and Moral Culture."]

Whence is it that, in the advanced stages of existence, the "sere and yellow leaf" of our being, the mind so loves to linger upon the scenes and associations of life's opening dawn? that the heart forgets its withering sorrows and its bitter experience, and often and fondly recurs to the elastic energies which prompted the glowing anticipations and bright hopes of childhood and innocence? The memories thus invoked, come to us loaded with freshness and fragrance; with a vivid impression of happiness and enjoyment, long unknown; with the distant echoes of a harmony, which has ceased to vibrate upon our blunted senses; with a soul-subduing gentleness, which has power to unseal the deep sources of feelings, whose destined current the cares and the passions, the anxieties and the sufferings, of worldly experience have choked and suppressed. None are so far beyond the pale of humanity, as to be inaccessible at times to these soothing and benignant influences of our mysterious nature. The conqueror, in his mad career of crime, borne onward by the impetuous waves of passion, and revelling in feverish dreams of ambition, power, and fame; the miser, surrounded by his wealth; the sensualist, by his luxurious appliances; and even the doomed criminal, darkly brooding over his career of guilt, and its fearful retribution;—to each and all, the visions of early life, of unsullied innocence and undimmed purity of soul, throng upon the mind, insensible though it may be to every other impression of goodness, of beauty, or of truth. It is the feeling which we may imagine our first parents to have experienced in all its intensity, when, after long years of wandering over the arid waste of a world no longer clothed, to their eyes, in its primeval freshness and verdure, they recalled the bright image of the Paradise they had forfeited,—its ever-present delights, its hallowed scenes of quiet bliss, its unceasing strains of celestial harmony, and all the pure and holy influences flowing from

the immediate and pervading presence of the great Fountain of life, and light, and happiness. To us the moral is one full of interest and instruction. The gardens of Paradise are open to all; the "tree of knowledge of good and evil" is still standing in the midst; and the solemn injunction of the Creator of our spirits, warning us to beware lest we put forth our hands and take and eat of its forbidden fruit, is ever sounding in our ears. Shall this voice continue to be unheeded, and the arts of the tempter still prevail, until the flaming sword of the angel of retributive justice debars us forever from the Eden of our existence? Shall we not rather listen to the voice of God, speaking through nature and revelation; learn to know ourselves, and our whole duty; and cheerfully and intelligently fulfil the purposes and the end of our being, while we daily and hourly reap the rich rewards of wisdom and experience?

To the YOUNG,—“the innocent in heart and soul,” for whom life still blooms in all the freshness and beauty of hope and truth, who bask in the bright sunshine of moral purity and peace, little dreaming of the countless perils which surround them, breathing the ethereal odors of a Paradise they have not as yet forfeited,—to such, how earnest, how unwearied, should be our constant and most impressive admonition—Avoid the first approaches of the tempter; heed not for a wavering moment his subtle and fatal voice; wrap yourselves in the sacred mantle of your innocence, and repose in trustful assurance upon the promises of the Author of your being, the Dispenser of the rich blessings by which you are surrounded—blessings you cannot now appreciate, but which once lost can never be recalled. The conditions of present enjoyment and continued happiness, are clearly unfolded to your mental and moral perception by Him who called you into existence, and curiously moulded the constitution of your being. While those conditions are faithfully observed, that existence will prove a constant source of pleasure, an unfailling well-spring of improvement, a perpetual concord of sweet and harmonious influences. Around and about you, on every hand, are withered hopes, blasted expectations, irremediable sorrow, fruitless remorse, pain, anguish, disease, premature decay, and death. Hope not to disobey the voice of God within your souls, and to escape these dire and bitter consequences of transgression. The records of human experience, from the creation of the world to the present hour, furnish not a solitary instance of such an exemption from the penalty denounced by the voice of the Almighty. Venture not, then, upon the fearful and most presumptuous experiment. Walk while you may in the placid shades of innocence and virtue; commune with the Being whose presence will surround you at all times, and whose blessing, “even length of days and life forevermore,” will consecrate and reward your obedience to his perfect laws.

So live, that when the summons comes to join
The innumerable caravan that moves
To the pale realms of shade, where each shall take
His chamber in the silent halls of death,
Thou go not, like the quarry-slave at night,
Chained, to his dungeon; but, sustained and soothed
By an unfaltering trust, approach thy grave
Like one who wraps the drapery of his couch
About him, and lies down to pleasing dreams.”

MISCELLANY.

MAHOGANY.

The common mahogany (called by botanists *Swietenia mahagoni*) is one of the most majestic trees of the whole world. There are trees of greater height than the mahogany—but in Cuba and Honduras this tree, during a growth of two

centuries, expands to such a gigantic trunk, throws out such massive arms, and spreads the shade of its shining green leaves over such a vast surface, that even the proudest oaks of our forests appear insignificant in comparison with it. A single log, such as is brought to this country from Honduras, not unfrequently weighs six or seven tons.



[Mahogany Tree.]

When we consider the enormous size of a trunk of mahogany, and further learn that the most valuable timber grows in the most inaccessible situations, it must be evident that a great portion of the price of this timber must be made up of the cost of the labor required for transporting it from its native forests to the place of its embarkation for other countries. The mode in which this difficult work is accomplished is highly interesting; and we have, fortunately, the means of giving an account of the process (which, we believe, has never before been minutely described in any publication.) from some statements printed in a Honduras Almanac, which has been kindly put into our hands for this purpose.

The season for cutting the mahogany usually commences about the month of August. The gangs of laborers employed in this work consist of from twenty to fifty each, but few exceed

the latter number. They are composed of slaves and free persons, without any comparative distinction of rank, and it very frequently occurs that the conductor of such work, here styled the Captain, is a slave. Each gang has also one person belonging to it termed the Huntsman. He is generally selected from the most intelligent of his fellows, and his chief occupation is to search the woods, or, as it is called, *the bush*, to find labor for the whole. Accordingly, about the beginning of August, the huntsman is despatched on his important mission. He cuts his way through the thickest of the woods to some elevated situation, and climbs the tallest tree he finds, from which he minutely surveys the surrounding country. At this season the leaves of the mahogany tree are invariably of a yellow reddish hue, and an eye accustomed to this kind of exercise, can, at a great distance, discern the places where the wood is most abundant. He

now descends, and to such places his steps are directed; and, without compass, or other guide than what observation has imprinted on his recollection, he never fails to reach the exact point at which he aims. On some occasions an ordinary stratagem is necessary to be resorted to by the huntsman, to prevent others from availing themselves of the advantage of his discoveries; for, if his steps be traced by those who may be engaged in the same pursuit, which is a very common thing, all his ingenuity must be exerted to beguile them from the true scent. In this, however, he is not always successful, being followed by those who are entirely aware of all the arts he may use, and whose eyes are so quick that the lightest turn of a leaf, or the faintest impression of the foot, is unerringly perceived. The treasure being, however, reached by one party or another, the next operation is the felling of a sufficient number of trees to employ the gang during the season. The mahogany tree is commonly cut about ten or twelve feet from the ground, a stage being erected for the axe-man employed in levelling it. The trunk of the tree, from the dimensions of the wood it furnishes, is deemed the most valuable; but, for ornamental purposes, the limbs, or branches, are generally preferred.

A sufficient number of trees being felled to occupy the gang during the season, they commence cutting the roads upon which they are to be transported. This may fairly be estimated at two-thirds of the labor and expense of mahogany cutting. Each mahogany work forms in itself a small village on the bank of a river—the choice of situation being always regulated by the proximity of such river to the mahogany intended as the object of future operations.

After completing the establishment of a sufficient number of huts for the accommodation of the workmen, a main road is opened from the settlement, in a direction as near as possible to the centre of the body of trees so felled, into which branch-roads are afterwards introduced, the grounds through which the roads are to run being yet a mass of dense forest, both of high trees and underwood. The laborers commence by clearing away the underwood with cutlasses. This labor is usually performed by task-work, of one hundred yards, each man, per day. The underwood being removed, the larger trees are then cut down by the axe, as even with the ground as possible, the task being also at this work one hundred yards per day to each laborer. The hard woods growing here, on failure of the axe, are removed by the application of fire. The trunks of these trees, although many of them are valuable, such as bullet-tree, ironwood, redwood, and sapodilla, are thrown away as useless, unless they happen to be adjacent to some creek or small river, which may intersect the road. In that case they are applied to the construction of bridges, which are frequently of considerable size, and require great labor to make them of sufficient strength to bear such immense loads as are brought over them.

If the mahogany trees are much dispersed or scattered, the labor and extent of road-cutting is, of course, greatly increased. It not unfrequently occurs that miles of road and many bridges are made to a single tree, that may ultimately yield but one log. When roads are

cleared of brush-wood, they still require the labor of hoes, pick-axes, and sledge hammers, to level down the hillocks, to break the rocks, and to cut such of the remaining stumps as might impede the wheels that are hereafter to pass over them.

The roads being now in a state of readiness, which may generally be effected by the month of December, the cross-cutting, as it is technically called, commences. This is merely dividing cross-wise, by means of saws, each mahogany tree into logs, according to their length; and it often occurs, that while some are but long enough for one log, others, on the contrary, will admit of four or five being cut from the same trunk or stem. The chief guide for dividing the trees into logs is the necessity for equalizing the loads the cattle have to draw. Consequently, as the tree increases in thickness, the logs are reduced in length. This however, does not altogether obviate the irregularity of the loads, and a supply of oxen are constantly kept in readiness to add to the usual number, according to the weight of the log. This becomes unavoidable, from the very great difference of size of the mahogany trees, the logs taken from one tree being about 300 cubic feet, while those from the next may be as many thousand. The largest log ever cut in Honduras was of the following dimensions: Length, 17 feet; breadth, 57 inches; depth, 64 inches; measuring 5,168 superficial feet, or 15 tons weight.

The sawing being now completed, the logs are reduced, by means of the axe, from the round or natural form, into the square. The month of March is now reached, when all the preparation before described is, or ought to be, completed; when the dry season, or time of drawing down the logs from the place of their growth commences. This process can only be carried on in the months of April and May: the ground, during all the rest of the year, being too soft to admit of a heavily laden truck to pass over it without sinking. It is now necessary that not a moment should be lost in drawing out the wood to the river.

A gang of forty men is generally capable of working six trucks. Each truck requires seven pair of oxen and two drivers; sixteen to cut food for the cattle, and twelve to load or put the logs on the carriages. From the intense heat of the sun, the cattle, especially, would be unable to work during its influence; and, consequently, the loading and carriage of the timber is performed in the night. The logs are placed upon the trucks by means of a temporary platform laid from the edge of the truck to a sufficient distance upon the ground, so as to make an inclined plane, upon which the log is gradually pushed up by bodily labor, without any further mechanical aid.

The operations of loading and carrying are thus principally performed during the hours of darkness. The torches employed are pieces of wood split from the trunk of the pitch-pine. The river-side is generally reached by the wearied drivers and cattle before the sun is at its highest power; and the logs, marked with the owner's initials, are thrown into the river.

About the end of May the periodical rains again commence; the torrents of water discharged from the clouds are so great as to render the

roads impassable in the course of a few hours, when all trucking ceases. About the middle of June the rivers are swollen to an immense height. The logs then float down a distance of two hundred miles, being followed by the gang in pit-pans, (a kind of flat-bottomed canoe,) to disengage them from the branches of the overhanging trees, until they are stopped by a boom placed in some situation convenient to the mouth of the river. Each gang then separates its own cutting, by the marks on the ends of the logs, and forms them into large rafts; in which state they are brought down to the wharves of the propri-

etors, where they are taken out of the water, and undergo a second process of the axe, to make the surface smooth. The ends, which frequently get split and rent by being dashed against rocks in the river by the force of the current, are also sawed off. They are now ready for shipping.

The ships clearing out from Balize, the principal port of Honduras, with their valuable freight of mahogany, either go direct to England, or take their cargo to some free warehousing port in the British Possessions, in the West Indies, or America.—*Penny Magazine.*



[Trucking Mahogany.]

COUNSELS FOR THE YOUNG.

BY ROBERT THE RHYMESTER.

NEVER be cast down by trifles. If a spider breaks his thread twenty times, twenty times will he mend it again. Make up your minds to do a thing, and you will do it. Fear not if a trouble comes upon you; keep up your spirits, though the day be a dark one.

Troubles never stop for ever,
The darkest day will pass away!

If the sun is gone down, look up at the stars; if the earth is dark, keep your eyes on heaven! With God's presence and God's promises, a man or a child may be always cheerful.

Never despair when the fog's in the air!
A sunny morning will come without warning.

Mind what you run after! Never be contented with a bubble that will burst, or with a firework that will end in smoke and darkness. Get that which you can keep, and which is worth keeping.

Something sterling that will stay
When gold and silver fly away.

Fight hard against a hasty temper. Anger will come; but resist it stoutly. A spark may set a house on fire. A fit of passion may give you cause to mourn all the days of your life. Never revenge an injury.

He that revenges knows no rest;
The meek possess a peaceful breast.

If you have an enemy act kindly to him, and make him your friend. You may not win him over at once, but try again. Let one kindness be followed by another, till you have compassed your end. By little and little great things are completed.

Water falling, day by day,
Wears the hardest rock away.

And so repeated kindness will soften a heart of stone.

Whatever you do, do it willingly. A boy that is whipped to school never learns his lesson well. A man that is compelled to work cares not how badly it is performed. He that pulls off his coat cheerfully, strips up his sleeves in earnest, and sings while he works, is the man for me.

A cheerful spirit gets on quick;
A gambler in the mud will stick.

Evil thoughts are worse enemies than lions and tigers, for we can keep keep out of the way of wild beasts, but bad thoughts win their way everywhere. The cup that is full will hold no more; keep your heads and your hearts full of good thoughts, that bad thoughts may find no room.

Be on your guard, and strive, and pray,
To drive all evil thoughts away.

Youth's Penny Gazette.

GOTHIC ARCHITECTURE.



THE modes of building in different countries and in different ages of the world, have resulted in several distinct styles of architecture.

Among the ancient Egyptians, it would seem, from the low and massy forms of their edifices, that they were fashioned in imitation of caves—the first habitations of savage man. The temples, of which many ruins remain along the borders of the Nile, seem almost like structures hewn out of the rock; so heavy are the columns, and so low the arches.

Among the Greeks, the style of architecture seemed to be suggested by the wooden cabin, supported upon the trunks of trees. Thus the lighter and loftier columns supporting their edifices, seem to be a leading feature of their buildings.

In China, the houses appear to be fashioned after the tent, as if the idea had been borrowed from the pastoral age, when the inhabitants subsisted upon flocks, and dwelt in tents.

THE APPEAL DIRECT.

A few days since a friend in Springfield, Mass. sent us a copy of the annual report of the school committee of that town. Towards the close of it we found the following very plain language, at which we were at first inclined to laugh outright. On second thought, however, we concluded to be sober in consideration of the cutting truth here told. Some of these remarks might apply to parents who are seldom if ever seen in the Sabbath school where their children go to receive moral instruction.

"Parents, also, manifest too little interest in the successful operation of the schools. The school-room, by some, is never visited, and in some instances this is true where the office of prudential committee is added to the relation of parent. They may feel incompetent to judge of

The Gothic architecture appears to be an imitation of the grove; the roof being supported by pillars, branching upward. The engraving will give some idea of this style of building. It flourished from the year 1000 to 1500, A. D., and was particularly used in the construction of churches, monasteries, and other religious buildings, during that period. In France and Germany there are still to be seen many churches in this style; and though they have an ancient and gloomy appearance, they are very beautiful, and the sombre light within, seems well fitted to a place of worship. In England, also, there are many Gothic edifices of the olden time, among which Westminster Abbey, in London, is a fine specimen. In Boston, Trinity Church is somewhat in the Gothic taste; and at Hartford there is a fine specimen, in the Episcopal Church. There are also several other edifices in this country, of recent structure, which are imitations, in part, of ancient Gothic buildings; but a pure example of this style is hardly to be found, except in Europe, and among the edifices of past centuries.

the character of the school, and therefore, leave the business of visitation to others. But do they not judge of the schools by the reports of their children, and would they not be better prepared to do this, if they should personally visit them? And, granting that they may not be qualified to decide upon the accuracy of the recitations, do they not know that their presence animates and encourages both the teacher and the scholars? How can a parent feel that he has done his duty to his children, if he never drops in to see how they are passing their time in the school-room? If he is a farmer he daily looks to see how his pigs are thriving, and whether they are comfortably housed; but his children may pass years without his troubling himself as to the quality of their mental aliment, or to the manner in which it is imparted to them. Is not a child of more value than a pig?"

DISTRICT SCHOOL JOURNAL.

NOTICE TO CORRESPONDENTS.

We again remind our contributors that the Journal is made up on the 18th of every month. Frequent disappointments have occurred from inattention to this rule; and in some cases, we have been held responsible for the delays thus occasioned.

NOTICE.

The reports of Common School celebrations in Washington, Onondaga, (at Camillus,) and Orleans, reached us after the August Journal was in type. They shall appear in the next number.

STATE CONVENTION OF COUNTY SUPERINTENDENTS.

Our attention has been called to an error in the reported proceedings of the Convention, which we are anxious to correct.

Mr. MACK, the distinguished superintendent of the Rochester city schools, is made "to excuse himself from voting because he had but the use of one eye—the other being temporarily diseased—and he would be likely to see but one side of the question." This piece of pleasantry, copied from the Rochester Democrat, unintentionally misrepresented Mr. Mack, who made no objection to voting on any question, but, on account of the state of his eyes, wished to be excused from serving on committee.

The Committee on Agriculture was not reported as filled, no name but the chairman's, Mr. Patchin, appearing on the minutes. Mr. Rochester, the President of the Convention, has advised us that the committee consists of Mr. Patchin, of Livingston; Mr. Bateham, editor of the Genesee Farmer, Rochester; and Dr. Potter of Union College.

The Convention adjourned to meet on Tuesday the 22d of April, at Syracuse.

COLUMBIA.

Agreeably to previous notice, the town superintendents of common schools for the county of Columbia, assembled in convention at the court-house in the city of Hudson at 10 o'clock A. M., on Friday the 14th day of June, 1844.

The convention was called to order by David G. Woodin, County Superintendent, and on his motion, Col. Wm. E. Heermance, of the town of Greenport, was called to the chair, and Henry B. Salmon of Stuyvesant, was appointed Secretary. Mr. Woodin stated the object of the convention to be the interchange of views on the subject of education in this county—for ascertaining the nature of the obstacles which oppose its progress—for expositions of the best

modes of overcoming them, and for ascertaining with as much clearness as possible, the present condition of the schools.

He also submitted a letter from Mr. Palmer, an eminent teacher from Vermont, proposing to deliver gratuitously, a course of five lectures to the friends of education in this county, on topics of the greatest import to the cause of moral and intellectual improvement.

Mr. Woodin next called the attention of the convention to the value of the District School Journal. He said that from his repeated visits to the various districts of this county, he knew that where the Journal was most frequently circulated, there the schools were invariably the best and most flourishing; the Journal not only details those improved modes of instruction of which the people are ignorant, but it stirs them up by its monthly visits, to put in practice more vigorously those methods which they already know. The paper has hitherto been sustained by the editor, whose main object in publishing it is not for profit, but for the promotion of the great cause of education. Mr. Woodin thought that he was in duty bound to do what he could to assist him in his benevolent enterprise.

On motion of Mr. Gould of Stockport,

Resolved, That this convention is deeply impressed with the value of the District School Journal, and cordially commend it to the patronage of the public, believing that its wide dissemination would be in the highest degree conducive to the welfare of our schools, and that we will subscribe for it ourselves and circulate subscriptions in our respective neighborhoods.

On motion,

Resolved, That Thomas H. Palmer be invited to visit Columbia county, and give a series of lectures on the subject of Common Schools, about the 1st of September, 1844. The lectures to be given in Hudson.

Resolved, That the town superintendents be requested to give a history of the condition of the schools in their respective towns.

Resolved unanimously, That a committee of three be appointed by the chair for the purpose of taking into consideration the Text-Books best adapted to our common schools. John Stanton Gould, David G. Woodin and Henry B. Salmon, were appointed said committee.

Resolved unanimously, That the trustees, teachers, and friends of education generally, hold a meeting in each town in the county for the purpose of benefiting and improving the present condition of our common schools.

Resolved unanimously, That this convention adjourn to Tuesday, the 18th day of October, at 10 o'clock A. M., at the court-house in Hudson.

WM. E. HEERMANCE, *President*.

HENRY B. SALMON, *Secretary*.

NOTICE TO PUBLISHERS.

A committee consisting of John Stanton Gould, David G. Woodin and Henry B. Salmon, has been appointed by the Educational Convention of Columbia County to select Text-Books on Algebra, Surveying, Natural and Moral Philosophy and Chemistry. Authors are requested to furnish copies of such works as are published by them on these subjects, for the examination of the committee, directing them to the care of the Messrs. Wynkoop, in the city of Hudson.

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To Mr. Frederick Emerson.

Sir,—I have received the First and Second Parts of your North American Arithmetic, and am highly pleased with the plan of the work, and the manner of its execution thus far. It unites simplicity with fulness, and will thus be sure to interest the beginner, while it furnishes, at the same time, an ample guide to the more advanced pupil. Respectfully and truly yours,
ALBERT HOPKINS.

Late Professor of Mathematics and Natural Philosophy in Williamstown College.

To the Publishers of Emerson's Arithmetic.

Gentlemen,—I have examined the Third Part of Mr. Emerson's Arithmetic with great pleasure. The perspicuity of its arrangement, and the clearness and brevity of its explanations, combined with its happy adaptation to the purposes of practical business, are its great recommendations. I hope it will soon be introduced into all our schools, and take the place of ill-digested treatises, to which our instructors have hitherto been compelled to resort. Respectfully,
BENJAMIN PIERCE.

Professor of Mathematics and Natural Philosophy, Harvard University.

From the Masters of the Public Schools of Boston, in the Department of Arithmetic.

Emerson's System of Arithmetic, (First, Second and Third Part,) has been in use in the Public Schools of Boston for several years, and it affords us pleasure to say, that our opinion of its value has been confirmed by observing its effect in the business of instruction. It is written in a perspicuous style, its illustrations are lucid, its arrangement is judicious, and the gradation of its exercises is exact. We consider the work to be justly entitled to the high reputation it has acquired, and we sincerely recommend it to the attention of teachers, who have not had opportunity to become acquainted with its merits.

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Boston, Jan. 28, 1842.

Emerson's Arithmetic, Part Third, has for several years been a text-book in the Boston English High School. I think that it is a highly useful book for those scholars who have faithfully learned the Second Part, which, in my opinion is an excellent work.

THOMAS SHERWIN,

Principal of the Boston English High School.

Having for several years, used Emerson's North American Arithmetic, and having had a fair opportunity to compare it with other works upon the same subject, I cheerfully certify, that I consider it decidedly the best Arithmetic which has fallen under my notice. I confidently recommend it as a work of rare merit, and well deserving the extensive use and great popularity which it has hitherto enjoyed.

LUTHER ROBINSON,

Sub-Master of the Boston English High School.

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